

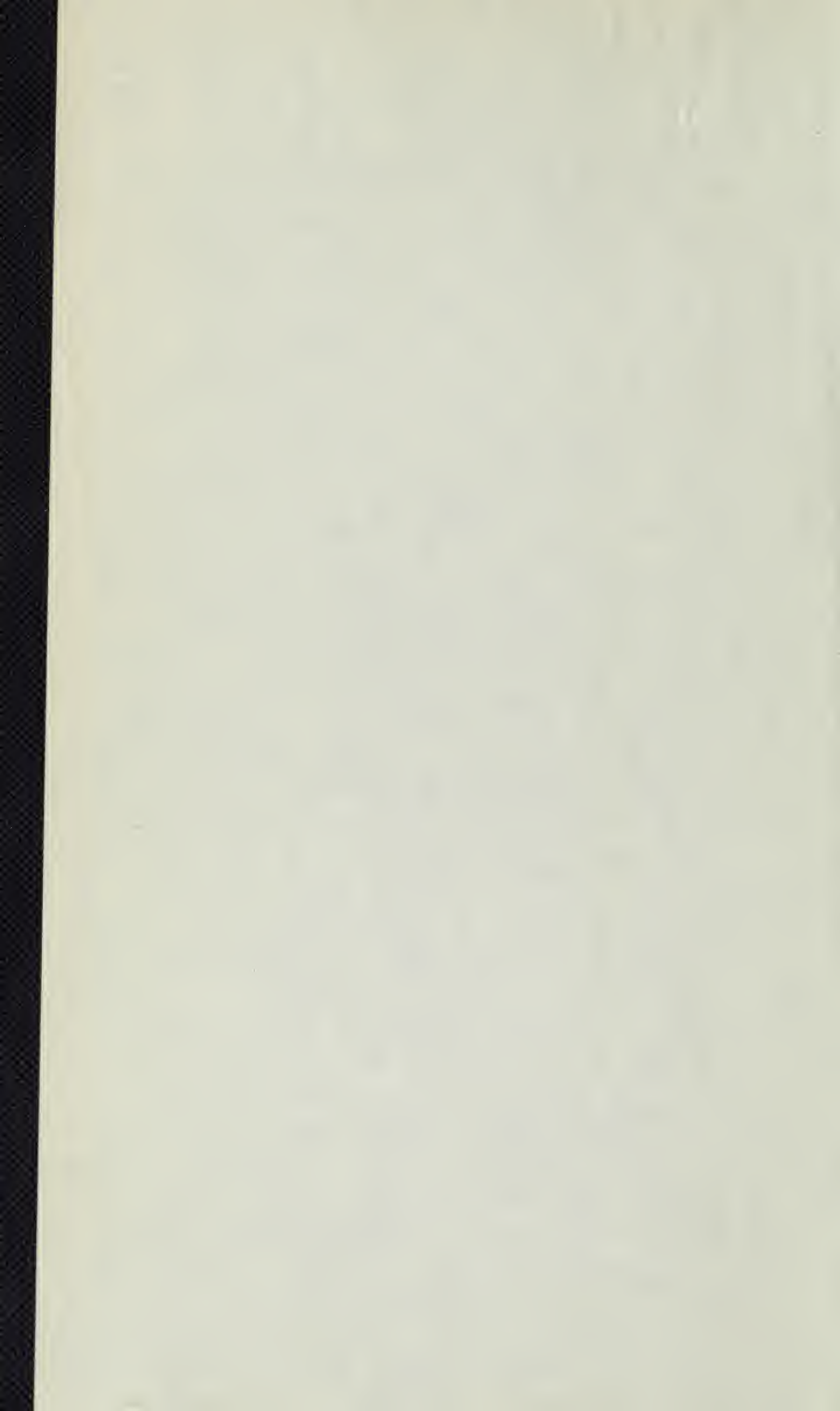
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Volume X

AUGUST, 1917

Number 4

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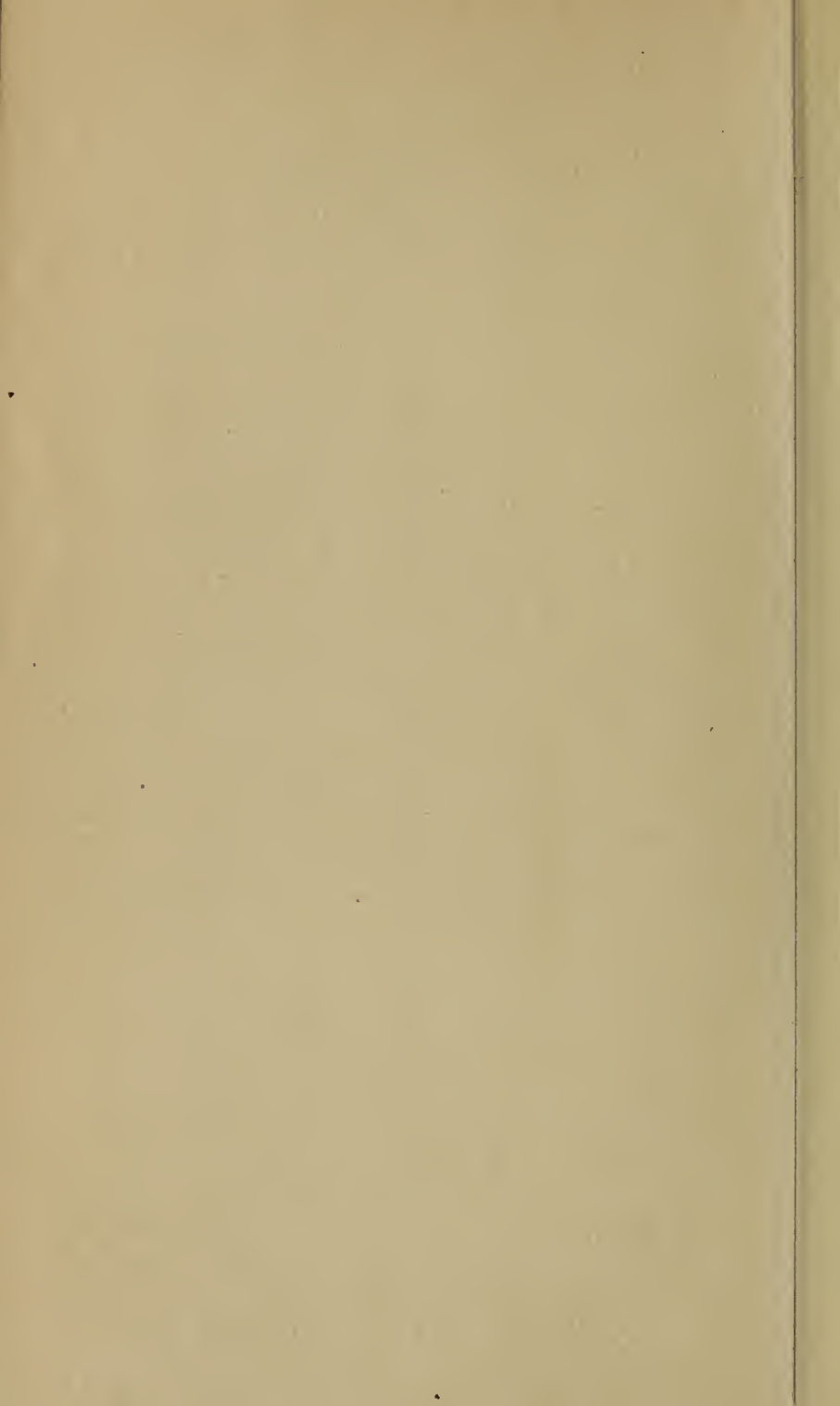
AUG 22 1917

**Lewiston
State Normal School
Bulletin**

General Catalog

Published Quarterly by the Lewiston State Normal School at
Lewiston, Idaho.

Entered as second-class matter, August 5, 1905, at the Postoffice at
Lewiston, Idaho, under Act of Congress of July 16, 1894.



Revised School Calendar 1917-1918

First Semester.

Registration Monday, September 17, 1917
Training School Opens Tuesday, September 18, 1917
Class Work Begins Tuesday, September 18, 1917
First Quarter closes Friday, November 16, 1917
Second Quarter begins Monday, November 19, 1917
Thanksgiving Holidays . . . Thursday and Friday, Nov. 29 and 30, 1917
Christmas Holidays begin Friday, December 21, 1917
Exercises resumed Wednesday, January 2, 1918
First Semester closes Friday, January 25, 1918

Second Semester.

Second Semester or Third Quarter begins..Monday, January 28, 1918
Third Quarter closes Friday, March 29, 1918
Fourth Quarter closes Monday, April 1, 1918
Spring Vacation....Thursday and Friday of the week during the
meeting of the Inland Empire Teachers Ass'n.
Exercises resumed the following Monday.
Annual Field Day Saturday, May 18, 1918
Training School closes Friday, May 24, 1918
Commencement Exercises..Sunday, May 26 to Friday, May 31, 1918
Fourth Quarter closes Friday, May 31, 1918

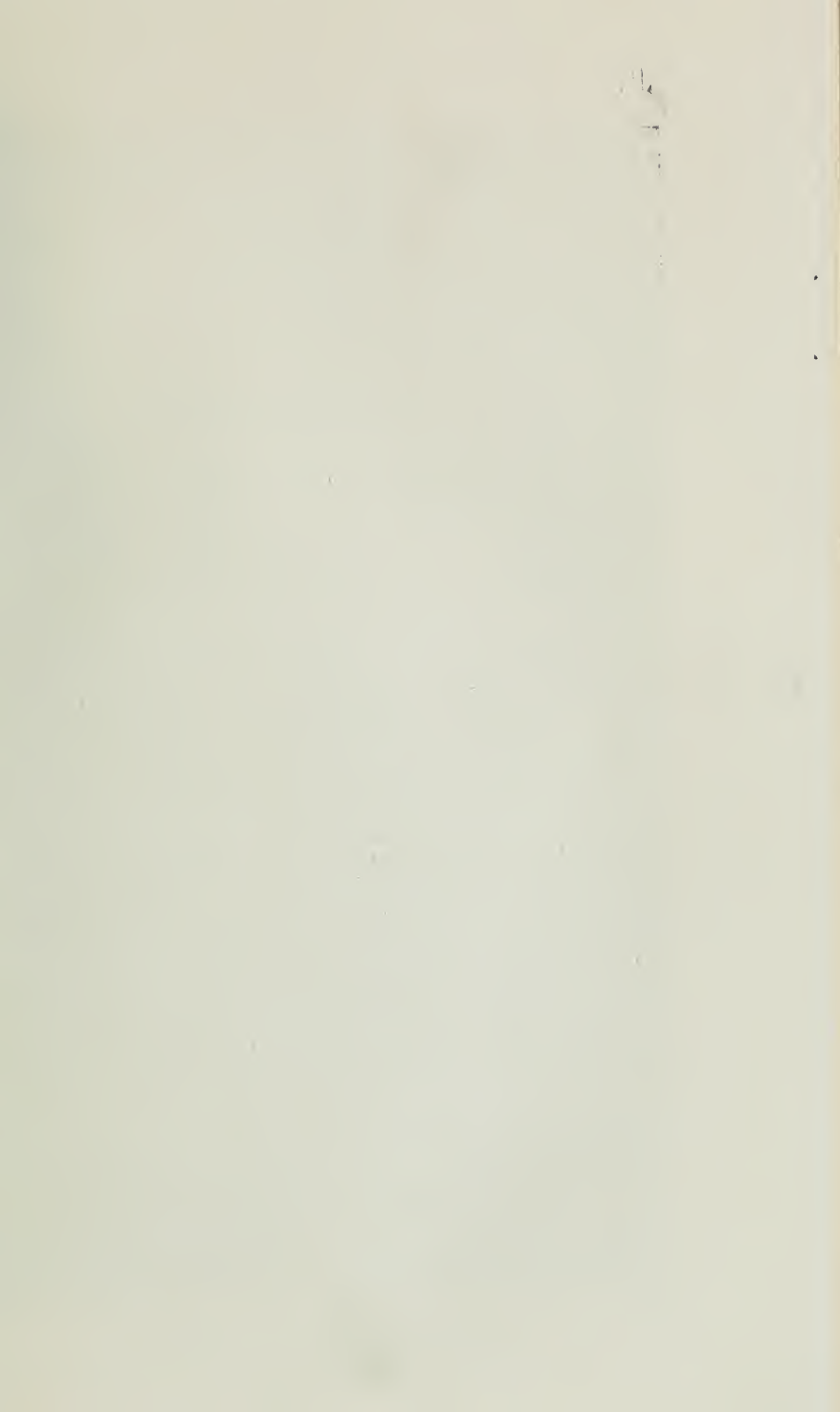
Summer Session, 1918

Summer Session begins Tuesday, June 4, 1918
Summer School closes Friday, August 2, 1918
"Six-weeks Term" closes Friday, July 19, 1918
Vacation, Independence Day Thursday, July 4, 1918

In addition to the Summer Session, one special six-weeks course for teachers will be offered beginning September 10, 1917. This course is offered to accommodate teachers who wish to fulfill the requirements of the School Law for securing, raising, or renewing county or state certificates.



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ENTRANCE TO MAIN BUILDING

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General Catalog

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STATE BOARD OF EDUCATION
and
BOARD OF REGENTS OF THE
UNIVERSITY OF IDAHO.

Evan Evans, President Grangeville
Ramsey M. Walker Wallace
J. A. Keefer Shoshone
J. A. Lippincott Idaho City
William Healy Boise
Ethel E. Redfield, State Superintendent of Public Instruction.
Ex-Officio Member Boise
Enoch A. Bryan, Commissioner of Education Boise

Executive Committee of the State Board of Education
for the Lewiston State Normal School.

Evan Evans, Chairman.
Enoch A. Bryan, Commissioner of Education.
Oliver M. Elliott, President of the Lewiston State Normal School.

State Educational Institutions.

THE UNIVERSITY OF IDAHO, at Moscow, including Colleges of Letters and Sciences, Engineering, (including Mining), Agriculture and Law.

THE STATE NORMAL SCHOOLS, at Lewiston and Albion, for the training of teachers.

THE IDAHO TECHNICAL INSTITUTE, at Pocatello, a school giving vocational, scientific, literary and technical work of a grade covered by the first two years of college courses and such secondary school work as the needs of the state demand.

THE INDUSTRIAL TRAINING SCHOOL, at St. Anthony; a home and school for boys and girls who in the judgment of the Juvenile Court need special care and discipline.

Information concerning any of the above institutions may be obtained from the institution or from the State Board of Education at Boise.

Administrative Staff.

Oliver M. Elliott, President.

Bernice McCoy, Dean of Women.

F. E. Millay, Dean of the Rural Department and Recorder.

Aurelia O'Connell, Executive Secretary.

Verona E. Wood, Financial Secretary and Accountant.

Pearl Leonard, Stenographer and Office Assistant.

Irene Harrington, Matron of Lewis Hall.

In the absence of the President, Francis E. Millay, Dean of the Rural Department, is his official representative.

The heads of the departments are directly responsible to the president for the details of administration within their respective departments.

Mr. F. E. Millay is in charge of the Extension work offered for teachers-in-service who are desirous of self-improvement in a professional way but who are unable to take work in residence. Such courses are not as yet on a final credit basis. Requests for further information concerning extension work should be addressed to Mr. F. E. Millay.

All General Inquiries and requests should be addressed to the President or the Executive Secretary.

1917

CALENDAR

1917

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1918

CALENDAR

1918

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1919

CALENDAR

1919

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School Calendar 1917-1918

First Semester

Registration	Monday, September 10, 1917
Training School Opens	Tuesday, September 11, 1917
Class Work Begins	Tuesday, September 11, 1917
First Quarter closes	Friday, November 9, 1917
Second Quarter begins	Monday, November 12, 1917
Thanksgiving Holidays....	Thursday and Friday, Nov. 29 and 30, 1917
Christmas Holidays begin	Friday, December 21, 1917
Exercises resumed	Monday, January 7, 1918
First Semester closes	Friday, January 25, 1918

Second Semester.

Second Semester or Third Quarter begins ..	Monday, January 28, 1918
Third Quarter closes	Friday, March 29. 1918
Fourth Quarter closes	Monday, April 1, 1918
Spring Vacation	Thursday and Friday of the week during the meeting of the Inland Empire Teachers Ass'n.
Exercises resumed the following Monday.	
Annual Field Day	Saturday, May 18, 1918
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Commencement Exercises ..	Sunday, May 26 to Friday, May 31, 1918
Fourth Quarter closes	Friday, May 31, 1918

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Summer Session begins	Tuesday, June 4, 1918
Summer School closes	Friday, August 2, 1918
"Six-weeks Term" closes	Friday, July 19, 1918
Vacation, Independence Day	..Thursday, July 4, 1918

In addition to the Summer Session, one special six-weeks course for teachers will be offered beginning September 10, 1917. This course is offered to accommodate teachers who wish to fulfill the requirements of the School Law for securing, raising, or renewing county or state certificates.

Faculty for 1917-1918.

- Oliver M. Elliott, President** Education
A. B., Marietta College; A. M., University of Iowa.
- Hazel Aldrich**..... Special Room Teacher in Fifth and Sixth Grades
A. B., Iowa State Teachers College.
- Nettie M. Bauer** Assistant in the Department of English
A. B., University of Idaho.
- Carrie E. M. Burks**
Supervisor of the Primary Department (Grades I-IV).
Graduate S. N. S., Edmond, Oklahoma; Student, University of California and University of Chicago; B. S., Columbia University.
- Charles F. Chessman**
Supervising Principal of the Training School; Acting Head of the Department of Mathematics.
A. B., Harvard University; Student, Bridgewater S. N. S.; Graduate Student, University of California, and Teachers College, Columbia University.
- Ida A. Collings** Penmanship
Graduate of Special Training Class at Dubuque. Graduate Palmer School, Cedar Rapids.
- Mary Royce Crawford** Librarian
Diploma Library Training School, Riverside, California.
- Herbert E. Fowler** Head of the Department of English
Graduate S. N. S., Mansfield, Pennsylvania; A. B., Princeton University.
- Alvida L. Hansen**... Rural Center Supervisor at the Sweetwater School
Graduate, Lewiston State Normal School.
- Edith Hibbard** Assistant in Library
Library Training School, Riverside, California.
- Anna Hong** Head of the Department of Fine Arts
Graduate, Los Angeles State Normal School. Art Diploma, Iowa State Teachers College. Student, University of California.
- M. Edith Jones** Piano
Graduate Oberlin Conservatory; B. Music, Oberlin College; Student in Conservatory of Music, Leipzig.
- Rush Jordan** Student Assistant in Junior High School

- Edna M. Lockwood** Rural Center Supervisor at the Gurney School
Graduate, Lewiston State Normal School; Student, University of Idaho.
- Grace McCollister**
Assistant in the Department of Home Economics, (Domestic Science).
Graduate S. N. S., Santa Barbara, California; B. S., University of California.
- Bernice McCoy** Dean of Women, Economics
Graduate, Lewiston State Normal School. Graduate Student, Teachers College, Columbia University.
- Alice McDonald** Special Room Teacher in First and Second Grades
Graduate, Lewiston State Normal School.
- Elizabeth McDonald** . . Rural Center Supervisor at East Lewiston School
Student, Northwestern Academy, Evanston, Illinois; Student, Agricultural College, Logan, Utah.
- Frank McDonald**
Assistant in the Department of English and Instructor in Athletics for Men.
Graduate S. N. S., LaCrosse, Wisconsin; A. B., University of Wisconsin.
- Pearl McEachran** Assistant in the Department of Science
Graduate, Lewiston State Normal School.
- Mary Wilson McGahey**
Head of the Department of Applied Arts and Manual Training
A. B., Nebraska University; B. S., Columbia University.
- Agnes Catherine McHugh**
Assistant in the Department of Home Economics (Domestic Art)
Student Idaho University; Graduate Drexel Institute.
- F. E. Millay** Recorder and Dean of the Rural Department
Graduate S. N. S., Cheney, Washington; A. B., and M. A., University of Washington.
- Melissa M. Minger**
Rural Center Supervisor at the Upper Tammany School
Graduate, Lewiston State Normal School.
- Bernita Ninneman** . . Special Room Teacher in Third and Fourth Grades
Graduate, S. N. S., Mankato, Minnesota; Graduate Student, Lewiston State Normal School.
- O. M. Osborne** Agriculture
Graduate S. N. S., Oshkosh, Wisconsin; B. S. A. University of Wisconsin.
- Joseph Reed**
Supervisor of Elementary Geography and General Science
M. A., University of Denver.

- Louise Shaff.....Assistant in the Department of History and Civics
Student, Lewiston State Normal School; A. B., University of
Washington; Graduate Student, University of Washington, and
University of California.
- Henry L. Talkington..Head of the Department of History and Civics
A. B., and A. M., Drury College, Springfield, Missouri.
- Edith Thompson..Assistant in the Department of Physical Education
Graduate, Lewiston State Normal School.
- Myrtle Treadwell .. Head of the Department of Public School Music
Northern Illinois Normal School; Columbia School of Music.
- Marguerite Griffith Tyler Science
A. B., and Teacher's Diploma, University of Michigan; S. M., Uni-
versity of Michigan; S. M., University of Chicago.
- Addie M. White..Special Room Teacher in Seventh and Eighth Grades
Graduate, S. N. S., DeKalb, Illinois; A. B., University of Wisconsin.
- Glentworth M. Willson Education
Ph. B. Alfred University. Graduate Student, Columbia University.
- B. Evangeline Wiseman Rural Center Supervisor
Graduate, Lewiston State Normal School.
- *Head of the Department of Home Economics.
- *....., Head of the Department of Physical Education.
- * Training Center Supervisor.
- * Director of Rural Education.

*To be appointed.

LEWISTON STATE NORMAL SCHOOL

General Information.

History.

The Lewiston State Normal School was established in January, 1893, its purpose and organization being set forth in the following extracts from the act passed by the Legislature of the State of Idaho and approved January 27, 1893.

"An Act to Establish a State Normal School at Lewiston, in the County of Nez Perce, Idaho, and to Create a Board of Trustees for the Management Thereof.

"Be It Enacted by the Legislature of the State of Idaho:

"Section 1. That a Normal School for the State of Idaho is hereby established in the City of Lewiston, in the County of Nez Perce, to be called the Lewiston State Normal School, the purpose of which shall be for training and educating teachers in the art of instruction and governing in the public schools of the State and of teaching the various branches that pertain to a good common school education. * "

Purpose and Organization.

The Lewiston State Normal School desires to be known only as a technical school for the training of teachers. It claims as its field, however, the training of any and all types of teachers needed for service in rural and graded schools. The courses which it offers are all offered to meet some direct demand for the training of some particular type of the teacher needed.

The definition of the purpose of the institution is stated in such general language in the Establishing Act that it serves still to define quite accurately the purpose of this Normal School.

Location.

Lewiston, a natural home city and a most fitting location for a state institution, is situated at the confluence of two of the greatest rivers of the Northwest—the Snake and the Clearwater. It is well served by railroads and will be a terminal for the proposed North-South Highway and also for the Montana-Idaho Highway which is under construction. Added to these advantages those who temporarily make their home in the city enjoy the benefits of a well organized community life and are surrounded by the best facilities for promoting their religious and social as well as their physical welfare. An intelligent interest on the part of the citizens of Lewiston is taken in all types of educational effort and a fine spirit of coopera-

tion and consideration is manifested in caring for the young people who attend the state normal school.

Building and Grounds.

The Normal School grounds consist of approximately twenty acres donated for this purpose by the city of Lewiston. These grounds are located on what is known as Normal Hill, in a pleasant residence portion of the city.

During the past year cement walks connecting Lewis Hall with the street and connecting all the buildings on the campus have been laid. The improvements made from year to year have added greatly to the attractiveness of the Normal School Campus. The buildings, five in number, are all of red brick and produce a harmonious appearance.

The proposed building plans for this year make possible the remodeling and betterment of the Main Building and the construction of the first unit of the West Wing. This improvement will afford new and adequate quarters for the administrative offices and for the reference library and will by the installation of a modern ventilating system and other necessary changes result in a building that contributes its part to the good health and efficient administration of the school. Work will begin on the improvements about August first.

Visitors.

This School is a State institution and desires especially that the citizens of Idaho become familiar with its purposes, its facilities for its special work, and the character of the results being obtained. To this end all citizens of the State are urged to visit this institution whenever they are in this part of the State. Citizens of Lewiston and vicinity are urged to become more directly acquainted with the institution by making frequent visits to classrooms, laboratories, and the library, and by continuing their generous patronage of the special lecturers and entertainments given under the auspices of the school.

Addresses on educational topics, illustrated lectures and demonstrations in art, music, home economics and agriculture, and special programs are presented in General Assemblies. The General Assembly is scheduled for Wednesday forenoon from 10:30 to 11:00 o'clock and the school cordially welcomes all who are interested in attending these exercises. Many will find the Monday and Friday assemblies of special interest.

Schedule of Assemblies for the Year 1917-1918.

All Assemblies are held in the Normal School Auditorium from 10:30 to 11:00 o'clock.

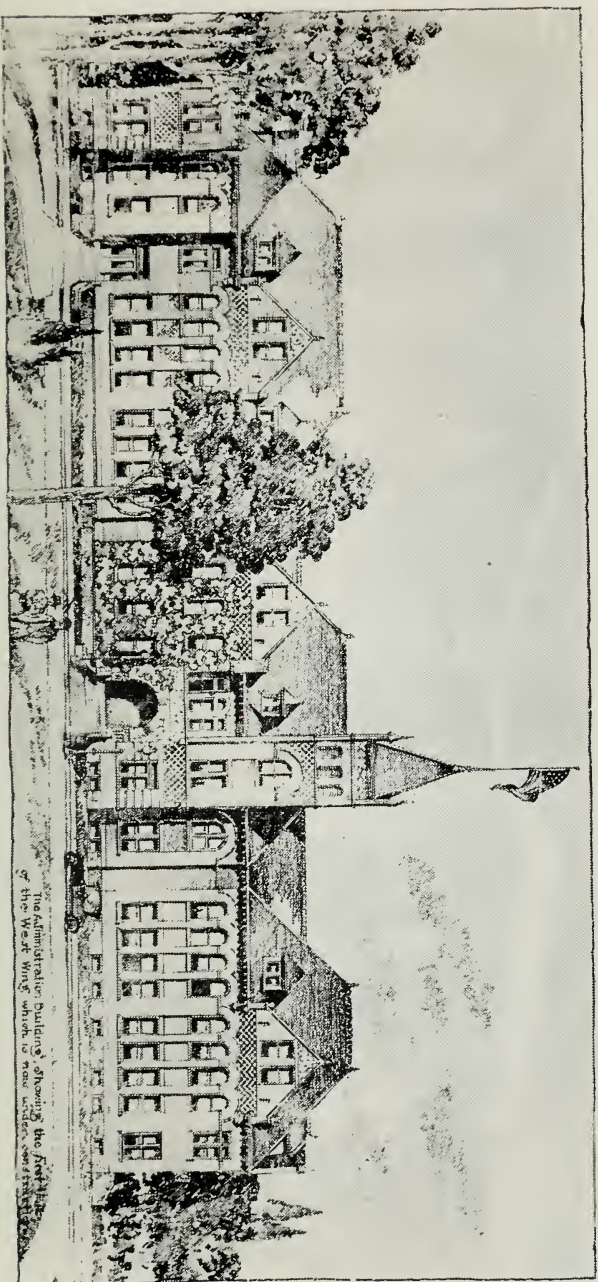
Mondays—In charge of the "Associated Students."

Wednesdays—in charge of the President.

Fridays—in charge of a member of the faculty.

Tuesdays and Thursdays—Chorus Practice in Charge of the supervisor of public school music.

The *Lewistonian*, a quarterly school paper, is published by the



The Administration Building showing First Unit of West Wing which is now under Construction

students of the Normal School under the direction and supervision of the department of English and aims to be a publication truly representative of the institution. The first number of the *Lewistonian* is distributed about the middle of November and subsequent numbers appear in January, March and May. The Senior Class takes charge of issuing the May number and publishes it as the School Annual, the "ELESINES."

The *Lewistonian* has been a welcome visitor to the homes of students, members of the faculty, alumni and former students during the past year and all are pleased to know that it will be continued.

Student Organizations.

It is the general policy of the School to foster all such organizations of the Student Body as can be made to serve as media for the special interests and activities of the various groups of students. While all such organizations are under the advisory control and direction of the school it is desired at all times that they shall be conducted almost wholly by the students themselves. Since the opportunities for training in initiative and leadership are more or less limited it becomes especially desirable that the students shall take advantage of every opportunity afforded by their own organizations.

At the present time the following organizations represent the types of student organizations officially sanctioned by the school.

1. The Associated Students of Lewiston State Normal School.
2. A Dramatic Club.
3. A Glee Club.
4. A Science Club.
5. A Debating Club.
6. Athletic Organizations.

The Associated Students of the Lewiston State Normal School.

During the spring quarter, 1917, the student body organized as "The Associated Students of Lewiston State Normal School." The constitution of the organization states that the object is "to promote concentrated efforts in student activities that concern the student body as a whole." The officers of the association are president, vice-president, secretary, treasurer and athletic, literary, social, music and science commissioners. These officers, with the assistance of the various student committees, have general control over all student activities. Members of the faculty act in an advisory capacity. During the year one assembly period a week will be in charge of the Associated Students at which time they will give programs or discuss matters of business.

The **Dramatic Club** is a student organization composed of those who are interested in promoting the literary activities of the school. Any normal school student is eligible for membership and participation in the programs of the club. The programs are arranged by student committees under the direct supervision of the English faculty and are presented every three weeks. The meetings are both instruc-

tional and social in character. Music, plays, farces, papers, recitations debates, and dialogues—all are given a place at some time during the year. The Club plans and directs the presentation of one finished play annually. During the past school term the Dramatic Club has planned and executed some very creditable work and the detailed plans for the year are promising.

The Glee Club has a membership of approximately thirty-five students. It meets one evening a week for practice. The Club, a voluntary organization, has been generous in contributing musical numbers in assemblies and for many special entertainments given by the school. Mrs. Treadwell, and the members of the Club have enjoyed many pleasant social evenings together during the year.

The Science Club was organized for the purpose of fostering especial interest in recent developments in the field of applied science. All students who show especial proficiency in Science are eligible to membership in the Club.

The Debating Club. In connection with the elective course in Debating offered by the English Department, students especially interested in practical argumentation and public speaking have organized a Debating Club. Occasionally this organization joins with the Dramatic Club in literary programs.

Athletic Organizations. The athletic activities which have attracted a large number of students have centered around basket ball, track meets, and tennis for men, and basket ball, field hockey, and tennis for the women students.

During the past year many enthusiastic games of basket ball have been played both at home and in neighboring towns. Sixteen out of twenty games were won by the men's team. This is a record which would do credit to an institution having a much larger enrollment of men students.

Other forms of recreation which are becoming increasingly popular with the students are "Hiking" and horseback riding. Large numbers of students avail themselves of the opportunities afforded by invigorating hiking trips which often are combined with outdoor picnic features. These activities are possible at almost all times of the school year on account of the unusually mild winter climate of Lewiston and vicinity.

What to Do When You Reach Lewiston.

For the information and guidance of students who are coming to Lewiston for the first time and in particular for those who have not made the necessary living arrangements in advance, the following detailed statement is given.

Plan to arrive in Lewiston in the day time so that living arrangements may be made before night. If late arrival is unavoidable, however, students should telephone to the dean of women (telephone 1126) to be directed to accommodations for the night.

Students arriving on day trains should take a taxi-cab and (telephone 550 or 114 if there are no cabs at the station. The charge for cab is 25 cents.) go at once to the office of the dean of women in the Administration Building on the Normal School campus. Any hand baggage may be checked at the parcel check room connected with the news stand at the west end of the station.

At the office of the dean of women students will be assisted in finding satisfactory homes.

Where they may have room and board.

Where they may do light housekeeping.

Where they may give household assistance in exchange for room and board.

Accommodations in Lewis Hall may also be arranged for with the dean of women.

Accommodations in the Dormitory for Men should be arranged for with Mr. Jordan if living arrangements have not been made in advance with the Advisor for Men.

Answers to Questions.

The regular session opens Monday, September 10, 1917, and covers a period of thirty-eight weeks, from September to June. The first semester consists of the first and second quarters, and the second semester, consists of the third and fourth quarters. The division of subject matter into courses is, in general, based upon the amount of work which can be done in one quarter.

Students may enter at the opening of any quarter of the year and commence, or continue, any of the general courses to advantage. However, students are encouraged to enter either at the opening of school, September 10, 1917, or at the opening of the Second Semester. January 28, 1918.

Students are requested to make their plans so as to arrive in Lewiston on day trains. See Railroad Service page 21.

Women students secure living accommodations thru the office of the Dean of Women. Men students will receive assistance from the Advisor for Men.

Any student who has completed three years of high school work or its equivalent, may register for permanent credit in this School.

If you are in doubt concerning being able to meet the entrance requirements for normal school work, send a transcript of your previous training to the Recorder stating definitely your plans. Please use the perforated sheet next to the back cover of this bulletin for this purpose, or apply to the School for a similar blank.

Work completed in standardized institutions will be accepted for credit toward certification or graduation from this school in so far as the work submitted is transferable in the course for which the candidate registers, provided, that not less than one-half the credits required for certificates or diplomas shall be earned in residence in the Lewiston State Normal School.

Students entering the Lewiston State Normal School for the first time must present evidence of their previous training on or before the day they register. Those who expect to enter September 10 are urged to send their records in before September 1.

Holders of Normal School certificates who wish renewals are asked to submit the names and addresses of references (3) and write direct to the office of the President for a statement as to what further requirements, if any, must be satisfied. For the most part, high school graduates may renew Normal School certificates upon satisfactory evidence of success in teaching.

Hot Lunches for Students. (December to April).

Under the supervision of the Home Economics Department, the School maintains a lunch-room on the third floor of the Home Economics building for the students of the Training School and the Normal who find it necessary to bring their lunches. One hot-dish is prepared from materials brought in by the students and is served by members of the rural class in cookery. Thus, it not only fills a need of those who depend upon cold lunches, but makes a practical problem for those who are expecting to teach in the rural schools.

Piano and Voice Lessons.

Private lessons in Piano are offered by the school at the following rates:

One lesson per week, per quarter\$ 9.00

Two lessons per week, per quarter\$17.00

Piano students who are not regularly enrolled in the school for other courses, are required to pay the regular registration fee of 50 cents per quarter. The quarters are each nine weeks in length. All piano and voice students must register for their work promptly at the opening of the quarter; otherwise a full quarter of work cannot be expected. Lessons are made up in cases of illness. Lessons missed for any other reason are made up at the discretion of the instructor. The work in this department follows the same schedule as work in all other departments of the school. Fees are payable strictly in advance.

Private lessons in Voice are offered by private teachers in the city. The rates will vary according to the teacher secured.

Credit will be allowed for the Piano work under the direction of the school and for Voice work when completed with the approval of the school.

Use of practice piano per quarter (1 hour daily) \$2.00.

Schedule for piano work must be arranged with Miss Jones; schedule for voice work must have the approval of Mrs. Treadwell.

ACCOMMODATIONS FOR STUDENTS AND EXPENSES.

For the information of all students attending the School the following summary is made setting forth the various types of accommodations available.

1. **Lewis Hall**, the dormitory for women, accommodates sixty-six women for both room and board. The Dining-room is open to all students for table board at \$4.25 per week.

2. **The Dormitory for men** adjoins the campus on the east and furnishes comfortable accommodations for 15 students. Residents of this dormitory take their meals at the Lewis Hall dining room.

3. **Outside Accommodations.**

1. Rooms in affiliated private homes under the supervision of the Dean of Women and the Advisor for Men.
2. Rooms furnished for light housekeeping. Only a limited number are available.
3. Cottages furnished or unfurnished. Only a limited number are available.

LEWIS HALL.

Lewis Hall, the dormitory for women, was completed February 1, 1908. The building is most artistic and most complete in its appointments, and provides home accommodations which are almost ideal for students. The architecture is after the early English type, and presents a most home-like appearance. The interior wood finish is of quarter-sawed fir, stained, and all the rooms are appropriately decorated. The building has accommodations for from sixty-four to sixty-six students in addition to such accommodations as are set aside for the official household. The commodious living-room, library and dining-room, with their artistic finish and large, open fireplaces, form centers for social life of the type which contributes especially to general culture in the student body. The furniture thruout is of solid oak in mission design.

Among the many rooms, all of which are steam-heated, electric-lighted, and provided with hot and cold water, doubtless the most attractive are the sixteen suite consisting of a study and an alcove bedroom. Each such suite has an open fireplace in addition to the steam heat. All rooms are equipped with rugs, study tables, chairs, bureaus, and Y. M. C. A. cots with excellent springs, mattresses, and pillows. Couch covers, hangings, and swiss curtains for the windows, are also provided. Thruout the building every arrangement has been made that is essential to the comfort, happiness and good health of the students. A bath-room is provided for every eight students.

Administration.

The women students who live in Lewis Hall are under the dis-

ciplinary supervision of the dean of women, who is a member of the faculty of the institution. The social life of all the women of the School is under the direct supervision of the dean. The dean has also the executive control of the administration of Lewis Hall. Altho it cannot be said to be a finally adopted rule, yet it is understood that all women students under the age of twenty-four shall live in Lewis Hall, unless an especially designated home in the city has been chosen by the parents. In any case, it is understood that students not in residence will secure the approval of the dean so far as residence outside the Hall is concerned. This is necessary to assure proper attention to the private life of each student and to protect every student who enters the School. Under these circumstances, parents may rely upon the School to accept full responsibility for young women entrusted to its tutelage.

Home Life.

Care is taken to render the home life not only comfortable and pleasant, but also conducive to the cultivation of these graces of character which mark refined women. Only such restrictions are thrown around students in residence as are considered important for their health, for the best conduct of their work, and for their personal improvement. Importance is attached to the cultivation of that considerate regard for the wishes and feelings of others which leads to courteous deportment and to proper social adjustment. Thruout the year definite instruction in good form is given by the dean.

A library well supplied with standard essays, works of fiction, and current magazines, contributes in no small degree to the attractiveness of the life of Lewis Hall.

Care of the Health.

The health of the students is carefully safeguarded, both by the Department of Physical Education and by those in charge of the living arrangements and the disciplinary supervision of the students. To this end regular hours for study, recreation and sleep are required.

At Lewis Hall most careful attention is given to the preparation and serving of meals. The school also endeavors to keep in touch with the living conditions of students outside of the Hall and through advice and suggestions aid such students in establishing and maintaining wholesome standards of living.

Assignment and Care of Rooms.

In the assignment of rooms, precedence is given to those who have been longest in residence, but after May 20th of each year, assignments will be made in the order of request.

The occupants of each room are expected to keep it in order. All rooms are frequently inspected by the Matron of Lewis Hall.

Suites are assigned only to two students. No assignment of rooms will be made unless application for same is accompanied by a deposit of \$5.00. This amount will be retained as a guarantee deposit for the

protection of property used by each student and will be credited on the final payment of board, less any deductions for breakage or damage to property.

Should a person after having had a room assigned, for any reason, wish to have this assignment canceled, the \$5.00 deposit will be refunded, provided, application for same is received before September 10th. Application for rooms should be made to the Executive Secretary. Remittance should be made by Postoffice Orders, Express Money Order or by Bank Draft, made payable to the Lewiston State Normal School.

Student's Outfit.

Each student in residence in one of the school dormitories is expected to provide the following outfit:

1. Six table napkins, approximately 22 by 22 inches.
2. A napkin ring.
3. Three pairs of sheets, approximately 1½ by 2½ yards.
(Single beds only are used).
4. Three pillow slips, 20 by 28 inches.
5. The necessary blankets, comforts, towels, and bureau covers.

All articles should be plainly and durably marked with the name of the owner.

Students using the laundry are required to provide themselves with clothes pins, iron holders, ironing blankets and sheets. A charge of 50 cents a quarter—i. e. nine weeks—will be made for the use of the electric current for ironing. Students who expect to do their own laundry should provide electric irons. It is required that electric irons be used only in the laundry.

Lewis Hall Dining-Room.

For the accommodation of students who cannot be assigned to rooms in Lewis Hall, but who are none the less under the direct supervision of the school, table board is afforded in Lewis Hall at the regular charge of \$4.25 per week. Because of the low charge for table board it is impossible to make any deduction or remittance for absence from meals. The service is under the supervision of the Head of the Home Economics Department, and it is the best to be obtained at the price charged. Those living in private homes enjoy all the advantages, so far as table board is concerned, that are open to residents of Lewis Hall.

DORMITORY FOR MEN.

The Men's Dormitory, a residence adjoining the campus, will accommodate about fifteen men. The rooms are comfortably furnished and porches have been screened so that those who desire, may sleep out of doors. The dormitory is under the immediate supervision of a faculty assistant, and the general direction of the Advisor for Men. Applications for quarters in the dormitory should be accompanied by

a reservation deposit of \$5. See pages 18 and 19. Names will be listed and assignments made according to the date of receipt. Those who fail to secure accommodations, will be aided in finding lodgings in private homes near the campus.

The cost of living in the Men's Dormitory is the same as for residents of Lewis Hall, \$49.50 per quarter of nine weeks. Residents of this dormitory take their meals at Lewis Hall.

The rooms in this dormitory are equipped similarly to those in Lewis Hall. The necessary outfit comprising table napkins, towels, sheets, pillow slips, and bedding is listed in detail under "Lewis Hall" on page 19.

3. OUTSIDE ACCOMMODATIONS.

Rooms in Affiliated Private Homes. Rooms in private homes in the best residence section of the city surrounding the Normal School are obtainable for students and will be reserved by the School on the same basis as reservations are made in Lewis Hall. The prices range from \$8.00 to \$12.00 a month for rooms large enough to accommodate two people and from \$6.00 to \$10.00 for single rooms. In those cases the necessary bedding is supplied by the one from whom the room is rented. These rooms are under the direct supervision of the Dean of Women and the Advisor for Men.

Rooms Furnished for Light Housekeeping. Although not especially recommended by the School, yet opportunities are available for those who prefer to undertake light housekeeping. The School does not recommend this method of living as being particularly economical especially when interference with study and insufficient opportunity for recreation are considered. The regular demands of the school work are so heavy each day that, unless students are especially capable in managing and above the average in their knowledge of Home Economics, it is difficult to live satisfactorily by engaging in light housekeeping. However, for all who desire to do so the school will exert every effort to be of assistance both in securing such accommodations and also in furnishing advice from time to time thruout the year. The head of the department of Home Economics will render direct guidance in the matter of the daily food supply of all who undertake light housekeeping.

Cottages Furnished or Unfurnished. Any who desire furnished or unfurnished cottages should communicate direct with the President's Office for further information.

COST OF BOARD AND ROOM.

For the purpose of making an estimate of the cost of living, the cost per quarter in the school dormitories, for room and board, including light, heat and general use of laundry and telephone, may be taken as \$49.50. The financial policy is to charge sufficient to guar-

antee that the Hall be self-sustaining, and at the same time assure the student good living at cost.

Cost of Laundry: In so far as it is possible to do so the laundry will be made available for the use of the students living in private homes as well as those living in Lewis Hall.

All bills are due and payable at the office of the Financial Secretary the first of each quarter in advance: September 10 and November 12, 1917; January 28 and April 1, 1918. In cases where bills remain unpaid for five days after the beginning of a quarter, parents will be notified directly concerning the same.

A limited number of guests of students in residence will be entertained at a nominal rate.

Consultation with the Matron of Lewis Hall must be had before the invitation is given.

EXPENSE ESTIMATED FOR A YEAR.

As the expense of attending the Normal School will vary greatly with the individual tastes of students, it is possible to give only a conservative estimate, as follows:

Four quarters room and board at \$49.50	\$198.00
Books and stationery (estimated)	18.00
Library fee, two semesters, at \$1.00	2.00
Student Activity fee	3.00
Gymnasium suit, (estimated)	5.00

Estimated necessary expenses \$226.00

No special laboratory fees are charged in any of the special departments but the School reserves the right to charge a special fee in case any student undertakes a problem involving the use of costly material not in general use for class work.

No tuition fee is charged for students registered in the regular session.

All other fees for the year are due and payable upon registration.

Upon personal application fees will be returned to students who withdraw within ten days after the date of registering.

Students who leave school during or at the close of the first semester will be entitled to a refund of the second semester fees, provided application for same is made in person not later than ten days after the opening of the second semester.

RAILROAD SERVICE.

Lewiston is served by the N. P. Railway and its branches, the Camas Prairie Railway and the Clearwater Railway, connecting with northern and central Idaho points, and by the O.-W. R. & N. Co. connecting with all points in southern Idaho. For a number of years the School has made a practice of arranging for a special sleeping-car for

students from south Idaho points so that students coming from that section of the state may experience no inconvenience at junction points enroute to Lewiston.

If sufficient number of students from south Idaho inform the President that they will avail themselves of the convenience of this special sleeping-car service, arrangements will be made to secure the car. Students interested should communicate with the Office of the President not later than September first. If secured, this car will be attached to the regular west-bound Portland train, No. 19, passing thru south Idaho points on the afternoon and evening of Saturday, September 8, and arriving in Lewiston at 4:20 on the afternoon of Sunday, September 9. Students coming from points on branch lines in south Idaho should plan to leave home in time to connect at the nearest junction point with the above thru train.

Students from the extreme north location of Idaho will reach Lewiston most directly by way of Spokane. The Palouse branch of the N. P. runs two trains daily to Lewiston. For the accommodation of students the best train is the one leaving Spokane at 8:15 a. m. and arriving in Lewiston at 3:05 p. m.

Student Aid.

The school desires to aid students in finding opportunities for self-help.

For young women, the most productive means of self-support is assisting in the care of private homes. The usual compensation for such service is room and board. Other sources of income are, (1) caring for children at night, (2) serving in private homes for social occasions, (3) assisting with plain sewing.

Young men are occasionally given opportunity to assist the janitor in caring for the grounds and buildings. Occasional inquiries come for young men who can care for lawns and gardens, or do other work around private houses.

Altho employment for young men is not always regular and can seldom be secured in advance, the School will actively cooperate with students in finding remunerative work. Ordinarily it is inadvisable for a student to enter with less than enough money to pay necessary expenses for one quarter or nine weeks. During that interval it is possible to get in touch with sources of employment.

Fruit-picking and packing give opportunity for work outside of school hours, during the fruit season. Help is most needed during the cherry season which comes usually at the time of the Summer Session. Employment of students in the canning of fruit and vegetables is now receiving the attention of a special committee on Student Employment.

Under the direction of this committee and in connection with the work in Agriculture, a poultry house has been built and a yard laid out. The poultry is cared for by responsible students who are paid for

their services. A similar project based upon the maintenance of a vegetable garden for the school is under consideration by the committee.

NORMAL SCHOOL LOAN FUND.

In addition to the student "Self-Help," a small amount of money is available which may be loaned to deserving students. Only those students who have been in attendance in the School long enough to have established a creditable record will be considered eligible to make application for a loan from this Fund. Inquiries concerning this fund should be addressed to the President.

The Loan Fund is in use thruout the year. If this fund were double its present amount it would afford needed assistance to a larger number of students.

EXTENSION WORK.

The following lines of work are illustrative of the types of extension service which have been established.

Agriculture.

To the teachers in the rural schools desiring to do some valuable work for the community in the teaching of agriculture, the Lewiston State Normal School will furnish, free of cost, the use of a Babcock Milk Tester for a period of one week. The school receiving the use of the tester, however, must pay transportation by parcels post, both ways. An amount covering the cost of transportation one way, on a weight of fourteen pounds, should accompany the application.

Since the number of testers on hand is quite limited, those desiring the use of one should file their applications early.

To avoid delay after the arrival of the tester, the school should have ready for use one pound of concentrated commercial sulphuric acid. The acid can be had for about ten cents per pound. One pound will be sufficient for testing several cows.

Only teachers having seventh or eighth grade pupils should apply for the use of a tester.

The application should include the following:

1. The address to which the tester is to be sent.
2. Sum covering the cost of transportation by parcels post one way. (Applicant also to pay return charges.)

Idaho Rural Teacher's Monitor.

The Rural Teacher's Monitor is a small paper published by the Rural Department. This paper, which is issued monthly during the regular session, is devoted especially to the problems of teachers working in the rural schools of Idaho. It is expected that teachers who are in their first year of service will find it of greatest assistance.

The "Monitor" is sent to all of our graduates, to all who hold Normal School certificates, and to all the rural teachers of Idaho so far

as we are able to secure the addresses of such teachers. Anyone wishing the paper, may secure it upon request. If your address changes before the May number is issued, please advise us as to what address we may send the last number.

Packet Libraries.

Extension libraries for rural schools are being sent by the Normal School into rural communities. Each library consists of a set of books and bulletins, mainly professional reading for the teacher. It is being sent out by parcels post, to the remote rural districts, upon request and the payment of the nominal fee of 25 cents to cover cost of postage and depreciation. The Normal School prepays the postage on the library sent out and the person to whom it is sent is expected to prepay postage on the library when he returns it to the Normal School.

Each library may be kept four (4) weeks from the date on which it is received. To secure the use of one of these libraries write to the Director of Rural Education, in care of the State Normal School, Lewiston, Idaho, stating which packet you wish, as packet No. 1, etc.

The lists of books and bulletins to be sent out under this plan are as follows:

No. 1.

Cabot—Ethics for Children.

Gaynor—Songs of the Child World.

Ledyard—Primary Manual Work.

Wray—Jean Mitchell's School.

Bulletins.

Lists of Books for Public Schools.

Nature Study and Agriculture for the Rural Schools of Texas.

School Libraries.

Occupational Seat Work for Rural Schools.

Social Activities for the Organization for a Field Day and Play

Picnic for Country Children.

Teaching Elementary Arithmetic.

No. II.

Burket—Farm Arithmetic.

Bryant—How to Tell Stories to Children.

Daniels—School Drawing.

Field—Corn Lady.

Bulletins.

Cornell—Rural School Leaflets.

Course in Sewing.

Farmers Chautauquas.

Field—Farm Arithmetic.

Language.

Outline Lessons in Housekeeping.

School Libraries.

Occupational Seat Work for Rural Schools.

Social Plays, Games, etc.
Some Things Girls Should Know How to do.
Briggs and Coffman's—Reading in Public Schools.
Buell—One Woman's Work for Farm Women.
Dobbs—Primary Handwork.

Bulletins.

Farm and Home Mechanics.
List of Books for Elementary and Rural Schools.
Number Steps for Beginners.
School Libraries.
Occupational Seat Work for Rural Schools.
Social Activities for Rural Schools.

No. IV.

Barnes—English in the Country Schools.
Beard—Jolly Book of Box Craft.
Bryant—Stories to Tell Children.
Kern—Among Country Schools.
McAfee—Pine Needle Basket Book.

Bulletins.

Moral Education.
Plays and Games.
Rural School Lunches.
School Libraries.
Seat Work.
Social Activities for Rural Schools.
System of Farm Accounting.
University and Home School League.
Other books and bulletins will be added from time to time.

This work is considered of especial value for small one-room rural schools in which the teacher and the children have little opportunity to come in touch with books of interest and value. The work as here undertaken is being done in only a very small way but will be enlarged as conditions in the school justify.

Picture Collections. Several sets of one hundred selected copies of reproductions of paintings dealing with subjects from art, literature and the sciences are available for loan to rural schools. These packets may be kept four weeks. They are to be returned at the expense of the borrower.

Victrolas. In order that the children of the more remote rural schools may have an opportunity to hear some of the better music and to play some of the organized games that need special music, arrangements have been made to loan to a limited number of schools a victrola with an appropriate collection of records. The machines are shipped for the expense of transportation and the assumption of repair costs in case of breakages. Advice in making up collection of records or in selecting song text books will be sent upon request.

Lantern Slides on the following subjects are available and frequently it can be arranged so that a member of the faculty can be secured to give the accompanying lecture.

1. Industries
2. Commercial Cities
3. Sciences.
4. Peoples and Customs
5. History and Literature
6. Fine Art

Requests for Bulletins and "loan" materials and the direction of home-study for professional advancement coming from teachers-in service are attended to promptly thru correspondence, if addressed to the Director of Rural Education. Altho it is never the purpose of the School to divert any question which should go direct to the office of the county superintendent or other educational agencies of the state, it is glad to render personal help either thru visitation or correspondence whenever possible and to this end frequently cooperates with the county superintendents in "following up" the teachers who have received their training in this institution especially those teachers who are teaching their first school.

Upon request the Normal School endeavors to assist teachers and school officials in securing speakers for community meetings or similar organizations, in making plans for the arrangement, the building and the equipment of new buildings or the making over of old buildings, and in handling any specific problem pertaining to the work of the normal school.

Admission Requirements.

The present policy of the School is to place all courses on a basis of high school graduation.

To fulfill the entrance requirements to the junior year, graduates of four-year high schools must have made during their high school course a minimum of thirty credits. These credits should include at least six (6) credits of English, three (3) of Science, two (2) of Mathematics, and three (3) of History. The remaining sixteen (16) credits may be elected in any of the branches named above, or in language, music, drawing, manual training, domestic science, physical education, or commerce.

By a credit is meant satisfactory work in a course for one semester (seventeen to twenty weeks) the class meeting five forty-five minute periods per week. If the subject be science or manual work, this time should be doubled to allow for laboratory or shop work.

Twenty-three high school credits or approximately three years work is the minimum preparation required for registering for normal school work.

Rating of Holders of Certificates Who Become Candidates for Normal School Certificates.

It is the policy of the State Normal Schools of Idaho to place all courses on a basis of graduation from an accredited high school. But exceptions are made to meet special cases and to do justice to the claims of teachers of some experience. These are:

1. All teachers who hold valid Third Grade County certificates are admitted as candidates for normal school certificates on the basis of their preparation to do Normal School work.

2. All teachers who hold valid Second Grade County certificates are admitted to a one-year professional course as candidates for Second grade Normal School certificates.

3. All Teachers who hold valid First Grade County certificates and who give satisfactory evidence of successful experience in teaching are admitted as candidates for First Grade Normal School certificates.

4. All teachers who hold valid State certificates and who give satisfactory evidence of successful teaching experience for three years are admitted to classification as juniors with such advanced credit on their junior year's work as their previous preparation justifies.

5. All teachers who hold valid State Life certificates and who give satisfactory evidence of successful experience in teaching for five years are admitted with provisional classification as seniors.

6. Candidates of mature years are admitted as candidates for certificates but the Schools reserve the right to pass upon the time required to prepare for such certificates, or diplomas.

Rating of Holders of Certificates Who Become Candidates for the Diploma.

High School Graduates who hold valid First Grade Certificates issued previous to June 1, 1914, shall receive such credit toward graduation from diploma courses as their previous work in the normal school justifies.

High school graduates who hold valid First Grade certificates issued after June 1, 1914, shall be given senior classification in general diploma courses.

Holders of Second Grade Certificates issued after June 1, 1917, shall be given junior classification in general diploma courses when they have satisfied the high school requirements as stated above.

The following plan is suggested as feasible for high school graduates desiring to complete a two year Normal School course in one regular session and four successive summer sessions. Beginning the first week in June and continuing through to the close of the following summer session they may complete one and one-half year's work as follows:

One quarter in the 1917 summer session (June-August.)

Four quarters in the 1917-18 regular session (September-June.)

One quarter in the 1918 summer session (June-August.)

Those students may secure a certificate and teach during the following school years, then return and finish the remaining half year of work in the summer sessions of 1919 and 1920. In this way any of the regular two-year courses may be completed in one full year and four summer terms with only one year without employment.

Honorable Dismissal.

A student desiring to enter from another school before completing the work offered in that school should present a certificate of honorable dismissal from that school.

Former Rating Recognized.

Students from standardized institutions in other states who wish to enter this School, will receive the same rating they have in a normal school in the state from which they come. The suggestions which follow will be found of definite assistance to those who contemplate entering this School.

Recognition of College Credits.

College or university graduates or undergraduates will upon formal application be granted such advanced standing in this School as their credentials warrant. For the most part, all who have completed ten credits or more of their undergraduate course can complete course A-4 in one year by taking ten assigned credits in education. See pages 42-44.

Make Up Work.

Students who have not completed the requirements for admission to that course which they desire to enter will, provided they do not lack more than three semester credits, or one and one-half units of senior high school work, be admitted on condition and assigned to such Make-Up Work as may seem best adapted to their needs.

However, in view of the fact that the Lewiston State Normal School has eliminated all senior high school work it is not advisable, excepting under special circumstances, to depend upon completing entrance requirements in this institution.

Application Blank for Advanced Standing.

I. If you wish a statement of your rating in this School and an estimate of the time it will require to complete a given course on the basis of the work you have completed elsewhere please submit a record of your work beyond the elementary school on the blank inserted next to the back cover of this bulletin. It is best to have this blank filled out and returned to us by the principal or registrar of the school or schools attended.

II. When this blank is returned write to us and give us the following information: 1. Are you interested in securing our diploma by your attendance now? If so, what department do you expect to enter? 2. Is your immediate purpose in coming here to secure a certificate? If so what grade of certificate do you expect to work for?

3. Submit a statement of your teaching experience if you have had any. 4. Enclose some evidence of your success in teaching. 5. What certificate, now in force, do you hold in Idaho? In any other state? 6. Send credentials from the institution in which your training was received. (These will be returned).

III. As soon as you decide to enter here write directly to the Office of the President and ask for such information and assistance as you may need in making preliminary arrangements for your room and board while in Lewiston. See pages 17-22.

Basis of Estimating Credits in This School.

One credit equals work completed in a class meeting for 45-60 minutes, four or five times a week for a semester, (or the equivalent); laboratory period is a double period. Ten (10) credits is considered a full year's work.

Meaning of grades:

S+ Above average.

S Satisfactory.

S- Below average.

C Conditioned.

I Incomplete.

U Failure.

X Dropped by permission.

Students Wishing a Transcript of the record of the work they completed in this School, for the purpose of entering another school or for any other reasonable purpose, will find it to their advantage to accompany their request with the address of the school they expect to enter and have the record sent directly from this office to the office of such school. All schools prefer, and most institutions require, that this method of obtaining information concerning credit be followed.

No charge is made for copies of students records that are sent directly from this school to other institutions, but only one copy will be sent to the student, without charge. For an additional copy sent to the student a charge of \$1.00 is made. This fee is to cover the cost of the clerical work involved and should accompany the request of the student.

Summary of Admission Requirements, Course Offered, and Certification in the Lewiston State Normal School.

High School Preparation: Normal School Course: Certificate Granted

3 years or its equivalent	1 year	Second grade Normal School, good for 3 years and renewable.
4 years or its equivalent	1 year	First grade Normal School, good for 3 years and renewable.
4 years or its equivalent	2 years	Diploma or Life Certificate.

4 years or its equivalent	3 years	Diploma in two departments (selected).
4 years or its equivalent	2½ 3 years	Specialist's diploma in home economics and certificate to teach general subjects.

Diplomas and Certificates.

The Idaho State Normal Schools issue upon graduation, after the completion of a two-year course beyond high school graduation, a diploma which is a **Life Certificate** in the State of Idaho.

In addition to the Life certificate, the normal schools grant,—

A First Grade Certificate, written for five years and renewable once, to high school graduates who have finished a one-year professional course for teachers.

A Second Grade Certificate, written for three years and renewable once, to those who have completed at least three years of high school work and in addition thereto have finished a one-year professional course for teachers.

Probationary Certificate: In many cases candidates for the above certificates are granted Probationary certificates instead of full-time certificates. These Probationary certificates are exchangeable at the end of the first year of teaching for a full-time certificate with the dating of the original certificate, provided, evidence of satisfactory success in teaching be presented to the School issuing the certificate.

Candidates for Specialists' Diplomas may be completing one-half year's work selected from the general course be granted a First Grade certificate in addition to their Specialists' diploma. The total requirements of all such teachers would be four years high school work followed by two and one-half years of general and special training.

Notes:

1. "High School graduates" as used above means those who have completed a four-year course in an accredited high school or the equivalent of this course.

2. At least one-half of the work required to complete any of the above courses shall be completed in the institution granting the certificate or diploma.

3. Practice teaching under the supervision of the institution issuing the certificate or diploma shall be a requirement in all the above courses.

The diploma issued upon the completion of one of the two-year courses has a special stamp of approval placed upon teachers as spec-

ialists in a particular field; for example, general grade teachers—primary, intermediate or upper, junior high school,—rural, home economics, public school music, principals. **In the one-year courses** the normal schools endeavor to give the students such general training as will qualify them to teach and will at the same time fulfill the requirements of the junior year of the two-year course which they look forward to completing as soon as possible. This general training is specifically directed toward general grade teaching and teaching in rural schools.

In the case of those whose previous training is less than high school graduation the one-year professional course is essentially the same as above. However, holders of Second Grade Normal School certificates and holders of First Grade Normal School certificates who are not high school graduates shall satisfy high school graduation requirements before they enter upon their senior year's work in the professional school.

"Make-Up" Work: In view of the fact that the Lewiston State Normal School has eliminated all senior high school work not more than three semester credits, or one and one-half units, of senior high school work can be secured in the Lewiston State Normal School and it is not advisable to depend upon completing entrance requirements in this institution.

Candidates Registered for Normal School Certificates May Complete Course.

Certificate courses may be completed under the provisions obtaining when the candidates registered for such courses, provided

(1) Candidates for First, Second, or Third grade certificates as granted previous to September, 1916, shall complete their courses during the 1916-17 session.

(2) Candidates for First Grade certificates as granted during the first semester of the 1916-17 session shall complete their courses during the 1916-17 session.

No charge is made for the issuance of these certificates but in any case, when thru loss or accident, a duplicate certificate is requested to be issued a fee of \$1.00 will be charged. In the case of the issuance of a duplicate of a diploma the fee of \$1.00 together with the cost of the diploma will be charged.

Application for a normal school certificate, by students registered in the School the first semester, must be filed with the Recorder before the opening of the second semester. Those students who enter at the opening of the second semester, or later, must file their application for a certificate with the Recorder by the end of the first month following their registration.

The certificates granted thru this institution parallel those issued by examination excepting that the school no longer issues third grade certificates. This provision, however, is not retroactive and therefore

it will not effect the case of those students who have registered for certificates prior to September, 1916. See pages 30-32.

This school follows the policy adopted by the state: First. In matters regulating those who are eligible to hold a certificate as set forth in the following statement taken from the laws of Idaho.

...."After May 1, 1917, no person shall be granted a certificate who has not completed four (4) years of high school work or its equivalent; Provided: That this requirement shall not apply to anyone who has taught at least eight (8) school months before May 1, 1914, and Provided further: That the State Board of Education may make such temporary modifications of the requirements of this rec-tion as may be necessary to supply the schools with teachers."

Second. In the number of certificates of the same grade that will be issued to any one person.

Since this School has eliminated high school work there has been a very decided increase in the number of certificates and diplomas granted. The following table shows the change during the period June, 1908, to August 1, 1916.

	Certificates	Diplomas	Total
1908	26	9	45
1909	32	17	49
1910	39	25	64
1911	45	38	83
1912	112	43	155
1913	117	45	162
1914	174	58	232
1915	284	66	350
1916	354	54	408
1917 (approximately)	240	74	414

Appointment Committee.

The major part of the student body goes directly into teaching each year. This is quite in accordance with the policy of the School which is that of preparing teachers as quickly and as directly for their work as is consistent with required standards in our State. Trained teachers are in demand, and this School will always welcome inquiries for such teachers. It is the purpose of the administration of the School to be as helpful as possible to public school officials, and with that end in view, it will strive to place its teachers so that they may serve the State with credit to themselves and to the educational interests involved.

For the past ten years we have maintained a special committee on Appointments, and the Appointment Secretary serves as a medium of communication between our students and school officials. The purpose of this service is, first, to foster a spirit of interest and

co-operation between this School and the public school officials; second, to assist each graduate and others who have had training in this School, to secure the kind of position for which they are best fitted by education, training and personality. The Committee furnishes confidential information concerning candidates for the consideration of school officials who are about to hire teachers.

This committee bears a very close relationship to the actual accomplishments of the School and to facilitate this work

1. It secures information concerning vacancies in schools thruout the state, getting in detail the needed information as to grades in which vacancies exist and the special demand of such positions.

2. It investigates the records of students in all the departments of the school and prepares a report which becomes the basis for making recommendations.

3. It makes definite recommendations of one or more candidates, thus avoiding over-crowding of applications, and at the same time preventing the consideration of applicants for types of work to which they are not adapted, either by nature or training.

4. It affords teachers better prospects for success, and gives school boards better assurance of receiving competent service.

Records of students are centralized in the Recorder's office and students should apply to the Recorder for letters of recommendation or statements of any kind concerning work completed in the school.

The Appointment Committee in addition to dealing with the matter of appointments, secures each year, from school boards and superintendents employing our teachers, definite reports concerning the success or failure of individuals, and these reports are filed each year and become a part of the permanent information, forming a basis for recommendations. The work of this bureau serves as a continuing bond between the Normal School and its former students, for it follows them up and secures confidential reports of the kind and character of work they are doing in their schools. This systematic effort to keep in touch with former students, maintains, in spite of distances, some semblance of comradeship in educational endeavor. Students who are candidates for certificates or diplomas are advised to register with the committee. A small charge is made to partially defray the expenses incurred for postage involved in the necessary correspondence of the committee.

COURSES OF INSTRUCTION.

Courses in Outline

In order to meet the present demands in Idaho this school offers several types of courses for the training of teachers for rural, village and city schools in all grades up to the senior high school. In content these courses consist of (1) courses for the instruction of students in subjects they may later be expected to teach; and (2) professional courses, dealing with theory and practice of teaching and leading to special certificates and life diplomas.

The courses offered are as follows:

- (a) For the training of teachers for the rural schools,
- (b) For training teachers for general grade work from the primary to the senior high school,
- (c) For the training of teachers of special subjects,
- (d) For training principals for town and village schools,
- (e) Extension courses for teachers-in-service.

GENERAL COURSES.

The admission requirements to all two-year courses leading to graduation is the completion of four years of high school work or its equivalent, that is, thirty credits above graduation from the eighth grade.

The General Course for the Training of Grade Teachers (Two years). See the Tentative Outline of this course given on page 35.

The General Course for the Training of Grade Teachers forms the basis of the courses known as

Primary Teachers Course (Two years), Designated as Course A-2.

Rural Teachers Course (Two years), Designated as Course A-9.

Town and Village Principals Course.

(Two years), Designated as Course A-10.

Course for Students who enter with Advanced Standing.

Designated as Course A-10.

The minimum time in which this course can be completed is one year. The actual time required for any student entering here from a college or other standardized institution to complete this course is determined by the record submitted to this office and the candidate's ability to qualify for teaching.

Electives in the special departments of manual training and applied arts, fine arts, public school music, or physical education may be combined with the General Course. Students interested are referred to page 37 of this bulletin.

SPECIALISTS COURSES.

Home Economics Course(Two years), Designed as Course A-3.
Open to high school graduates.

Manual Training and Applied Arts

Fine Arts

Public School Music

Physical Education

} These are one-year courses and are open only to those who have completed a two-year general course. See page 37.

Tentative Outline of the GENERAL COURSE (A-1) for the Training of Grade Teachers.

Junior Year

First Quarter

Psychology and Observation

Introductory Education

A "Subject Matter" course

i. e. a teacher's course in
e. g. history, geography, etc.

Fine Arts (2 days)

Physical Education (3 days)

Library Science

Third Quarter

General Biological Principles

A "Subject Matter" course

Art for Teachers

One Assigned Elective e. g. in
agriculture, in manual training or applied arts.

One assigned Elective in Physical Edn. e. g. First Aid & Health Supervision or Educational Hygiene.

Second Quarter

Psychology and Observation

A Social Course e. g. sociology,
or a related course

A "Subject Matter" course

Music (2 days)

Physical Education (3 days)

One Assigned Elective e. g. a
course in agriculture, manual training or applied arts.

Fourth Quarter.

General Biological Principles.

A "Subject Matter" course

Music for Teachers.

Assisting in the Training School.

One Assigned Elective e. g. in
home economics, science or geography.

One Assigned Elective e. g. in
English, history or mathematics.

Senior Year.

First Quarter

Practice Teaching ($\frac{1}{2}$ hour)

Social Aspects of Education

One Assigned Elective e. g. in
home economics, science, or geography.

One Assigned Elective e. g. in
music, fine arts or physical education.

One Assigned Elective e. g. in
education—social activities
or related course.

Third Quarter

Practice Teaching ($\frac{3}{4}$ hour)

Principles of Education.

Three Assigned Electives.

Second Quarter.

Practice Teaching ($\frac{3}{4}$ hour)

Social Aspects of Education

One Assigned Elective e. g. in
agriculture, manual training
or applied arts.

One Assigned Elective—a social
course.

One Assigned Elective.

Fourth Quarter

Practice Teaching (1 hour)

Principles of Education.

Three Assigned Electives.

Primary, Rural, and Principals Courses.

These courses are for the most part an adaptation of the work of the General Course to meet the special needs of the three types of teachers named.

Two-year courses for primary, or rural teachers or for principals are essentially the same as that outlined for the training of teachers for grade schools excepting in the matter of electives. See the tentative outline of the General Course page 35. Students in their election of work are advised to select such courses as their individual needs require to make them effective and efficient teachers in the primary field, the rural field, or the administrative field as the case may be.

For special training for those who look forward to filling administrative positions in educational work, the school purposes to offer definite preparation. It would be advisable for principals to take

(1) the semester course in School Administration.

The first quarter of this course will be devoted to general administrative problems and the last quarter to problems in supervision.

(2) courses in English which will give them a ready command of themselves when they address a group of people and force in stating their remarks.

(3) vocational work to the extent that they be able to supervise intelligently such work in their own schools.

Other courses will be added as the need arises.

Suggestive Outline for the Two-Year RURAL TEACHERS COURSE for graduates of four-year high schools.

Junior Year.

First Quarter

Psychology and Observation
General Biological Principles
General Agriculture
A Subject Matter Course e. g. a
teacher's course in history,
geography, arithmetic, etc.
Music for Rural Teachers.
Physical Education (3 days).

Second Quarter

Psychology and Observation.
General Biological Principles.
Agriculture.
Subject Matter Course.
Drawing and art for Rural
Schools.
Physical Education (3 days).

Senior Year.

First Quarter.

Special Methods, Observation,
Teaching and Criticism in
Rural Training Center.

Third Quarter

Social Aspects of Education.
Subject Matter Course.
Woodwork.
Three Assigned Electives.

Fourth Quarter.

Social Aspects of Education.
Rural Methods.
Handwork for Rural Teachers
One Assigned Elective.
Penmanship.
Health and Education (2 days)

Third Quarter.

Principles of Education.
History of Education.
Three Assigned Electives.

Second Quarter

Rural Social Course e. g. Rural Economics.
Rural Primary Methods.
Rural School Management and Organization.
Library Course for Rural Teachers.
One Assigned Elective.

Fourth Quarter

Principles of Education.
Psychology of Special Subjects.
Rural Sociology.
Two Assigned Electives.

THE GENERAL TWO-YEAR COURSE PLUS

Electives in a Special Field.

A high school graduate who wishes to specialize in manual training and applied arts, in fine arts, in public school music, or in physical education may enter upon the work of the special department after completing a two-year course which combines general grade teaching and some special training in his, or her, chosen field (three credits in the latter field may be assigned during the two-year course). Such selection of work will be made as to enable all who complete the above two-year courses to be recommended for graduation from the General Course. Those who wish to specialize fully may by completing a third year's work, in which the emphasis is in the special field, receive a specialist's diploma in addition to their general diploma.

College Students Course or Course for Students who enter with Advanced Standing.

For the most part, all who have completed ten (10) or more credits of their undergraduate course can complete the general course in one year. The work from quarter to quarter shall consist of work in education and assigned electives which will best round out their preparation for the kind of work they expect to do. Such students must satisfy the school that they are prepared to do the work of the regular classes in the course for which they register. They are entitled to provisional classification as seniors until such time as their previous records have been passed on by the Recorder. A satisfactory rating by the Recorder plus one quarter of satisfactory work in practice teaching entitles them to become candidates for the diploma and regular members of the graduation class.

Home Economics.

Home Economics may be combined to advantage with science, art, vocational work, or with one of the regular subjects in the junior high school.

The demand for special teachers of home economics who are prepared to do some other line of school work is increasing every year and, altho high school graduates may enter and take two years of special training in home economics the School advises those who wish to become specialists in home economics to follow a plan similar to the one worked out above for those interested in the other special depart-

ments, namely, to precede their highly specialized work by preparation for general teaching.

Such a course would require three years for its completion but it could be so arranged that the candidate could secure the general diploma at the end of the second year of work then after a year of teaching return for the third year of work in which the emphasis would be on home economics. Upon the completion of the third year of work she would be granted a specialist's diploma in home economics. The following is suggestive of the relative emphasis given to home economics in the first two years of this three-year course.

Education	4 credits
Teachers Courses	3 credits
Practice Teaching	3 credits
Assigned Electives	
in the general field	3 credits
in home economics	3 credits
Beginners Courses in Art, Music, etc.	2 credits
Free Electives	2 credits
Total	20 credits

SPECIALISTS COURSE IN HOME ECONOMICS.

A two-year course open to High School Graduates.

Junior Year.

First Semester.

Psychology and Observation.
English.
General Chemistry.
Junior Sewing.
Food Production and Manufacture.

Second Semester.

General Biological Principles.
Organic Chemistry and Food Analysis.
Physiology.
Junior Cookery.
Methods in Home Economics.
General Art (9 weeks).
Home Decoration and Costume Designing (9 weeks).

Senior Year.

First Semester.

Sociology.
Teaching and Criticism in Home Economics.
Physiological Chemistry.
Hygiene and Sanitation.
Senior Cookery.
Senior Sewing (9 weeks).

Second Semester.

Principles of Education.
Bacteriology.
Senior Cookery.
Senior Sewing.
Assigned Elective e. g. in education, subject matter course, etc.

CERTIFICATE COURSES.

Suggestive Outline for the ONE-YEAR

Rural Teachers Course.

The course is open to graduates of four year high schools and its completion entitles the student to a certificate to teach and to Senior classification in the Two-Year General Course. It is designed especially

for those students who can spend but one year in the normal school prior to their first teaching.

First Quarter.

Psychology and Observation.
General Agriculture.
Art for Rural Teachers (2 days).
Music for Rural Teachers (3 days).
Rural Social Course e. g.
Rural Sociology.
Physical Education (2 days).
Penmanship (3 days).

Second Quarter.

Psychology and Observation.
A Subject Matter Course e. g.
a teacher's course in history,
geography, arithmetic, etc.
Rural Social Economics (2 days)
Rural Applied Arts (3 days).
One Assigned Elective.

Third Quarter.

Rural Social Course.
Subject Matter Course.
Rural Methods.
Two Assigned Electives.

Fourth Quarter.

Special Methods, Observation,
Teaching and Criticism in Rural
Training Center.

The above course has in mind the inclusion of various elements which experience has shown should enter into the preparation of a rural teacher in so far as this can be accomplished in one year. Such modifications and substitutions will be made in the program as the best interests of the student and the work for which he, or she, is preparing demands. The quarter's work at the Rural Training Centers includes both practice teaching and further work in teaching preparation.

Students who enter with preparation equivalent to three years of high school work will be registered for work similar to the above. They may become candidates for a normal school certificate upon the completion of one year's work directed to the training of rural school teachers.

The credits made in all certificate courses apply on graduation. Further information concerning certificate courses may be secured by addressing the Office of the President. Please indicate your high school preparation and your professional training and experience, if any.

Six Weeks Courses.

Any student may take work in the Summer Session and receive the same permanent credit for it as he would receive for the same work if completed in any quarter of the regular session.

The desire on the part of the School to provide opportunities for those who wish to obtain county and state certificates, or who wish to renew them by taking advantage of the provisions of the State Law with respect to professional training, led to the establishment of one special six weeks course. This will be offered the first quarter of the 1917-1918, beginning September 10, 1917.

The Training Schools.

GRADED TRAINING SCHOOL.

Function.

The function of the Training School as a part of a professional school for teachers is primarily (1) to typify the proper procedure and equipment of a good elementary school; (2) incidentally to serve as a laboratory for the demonstration, to the teachers-in-training, of those principles and methods of teaching with which they have become acquainted in the classes in theory. The Training School also offers to teachers-in-training, of advanced standing, the opportunity for actual teaching under expert supervision and under conditions that approximate the conditions which they will meet in their later work as teachers.

That the time spent in observation by the teachers-in-training may be of the greatest value to them, it follows that the teaching done in the Training School must be of the highest possible order. To this end only the most competent supervisors and instructors of experience are employed, and only students of advanced standing are allowed to teach, and then only under the direction, observation and criticism of the supervisors.

Organization.

That the condition under which this teaching is done may approximate as nearly as possible the actual conditions of public school teaching the endeavor has been made to effect an organization such as one would find in a town school of the best standing. This organization is based primarily on the six and six plan and offers the work of the Junior High School. Below the seventh grade the work is departmental only in such special subjects as music, physical education, household arts. Above the sixth grade the work is departmental in all branches. All the children, including the seventh, eighth and ninth grades, are grouped under room-supervisors whose foremost consideration is the welfare of the children under their charge.

A special bulletin on the Course of Study in the Training School will be sent upon request. Address the Office of the President.

The Mothers' Club organized this year by the Primary Department meets the third Tuesday in each month of the regular session. This club was organized primarily for the purpose of securing the closest cooperation between the home and the school, to establish right relations between parent and teacher, changing criticism to cooperation; and secondarily to give the student teachers an opportunity to learn how to conduct such meetings. Any mother or teacher of the children in the training school is eligible to membership. At these meetings topics are discussed concerning the management of the school and its curriculum; and particular problems pertaining to the work of each grade. Any suggestions from parents and teachers which

promise greater efficiency in the school and a more complete cooperation between the school and the community, will be kindly received and duly considered.

RURAL TRAINING CENTERS.

Purpose.

The first purpose in the operation of the rural training schools is to provide typical rural schools in representative rural communities that will afford the best possible educational conditions to the children and patrons of these communities.

The second purpose is to offer to those students who will teach in the rural schools, the opportunity to work out, under skilled supervision, the better principles and more fruitful methods of class room practice, and to gain a conception of the organization of the machinery of a school to meet the special needs of each community.

Organization.

The rural training schools are made as nearly typical as possible. They are in no sense "Model Schools." In each instance the Normal School makes an arrangement with a rural school district board for the use of the school plant as a normal training center.

During the past year four such centers have been maintained varying in distance from five to eighteen miles from Lewiston. Six are planned for the coming year.

Six students are sent to each of these centers each quarter of nine weeks. These students live in the community and devote their entire time to a study of the school and community problems. The students are encouraged into leadership of community activities, they observe the work of the school, they make a study of special rural school methods and gradually take over the work of instruction and management.

Each school is in charge of a member of the Normal School faculty who is a skilled supervisor with special training and experience in rural school work. This supervisor also acts as dean of women to the students while under her charge.

Description of Courses by Department.

DEPARTMENT OF EDUCATION.

Mr. Elliott, Mr. Millay, Mr. Willson, Mr. Chessman, Miss McCoy.

Course 1. Psychology and Observation. (2 Quarters). Offered each semester. A study of the fundamental factors and processes in the psychology of learning. Cases found both in and out of school life analyzed to familiarize student with the method of learning, and make him sensitive to symptoms of mental activity and retardation. The result aimed at is a scientific attitude toward teaching and the beginnings of rationalized skill in school procedure. Frequent visits to classes where teaching is going on will be made, in order to get cases for analysis and illustration. Psychological theory is to grow up out of and in the midst of practice.

Course 2. General Biological Principles. (2 Quarters). Offered each semester. Designed to give the student (1) a general conception of the fundamental laws and principles upon which biological development depends. (2) the biological foundations for diagnosing educational and social problems and working out moral and religious elements of human life will be considered.

Course 3. Social Aspects of Education. (2 Quarters). Offered each semester. Consideration of typical forms of social life for the purpose of seeking the educational elements that tend toward advancement and those which tend to deter progress. The curriculum will also be investigated from this point of view.

Course 4. History of Education. (2 Quarters). Offered once during the year. The more important epochs of educational history with special emphasis on their social interpretation with its lessons for the present and further development of education. School materials and activities and ideals seen as tools for accomplishing specific results.

Course 5. Principles of Education. (2 Quarters). Offered once during the year. Basal necessity of education; its aim; correlative nature of education for social efficiency and education as self-development; native tendencies as the materials of education; the principles of selection of subject matter, and conditions without which subject matter selected may not become genuine information to the students who are attacking it; these and similar problems intended to help the student teachers begin constructive thinking and modify our methods of instruction and materials of education into such practices as will be in conformity with our best educational ideals and professions.

Course 6. The Logic of Subject Matter. (1 Quarter). Offered once during the year. An understanding of the various subject matters of the public school as tools for developing and organizing into effective form, for the concerns of life, the growing experience of youth. The functions of the subjects and their interdependence. Their history

in order to emphasize their instrumental value to the processes of civilization, as those processes take place in the expanding life of the individual children and young people.

Course 7. Sociology, Social Origin and Social Organization. (1 Quarter). Offered twice during the year. Intended to induct students into the analysis of social structures and their functions as social processes, thus enabling them to participate effectively in the intelligent attack on social problems, and to support those elements and processes which are making for social welfare.

Course 8. Rural Sociology. (1 Quarter). Offered twice during the year. A consideration of the social conditions of rural communities, together with the forces of improvement and the direction the action must take.

Course 9. Introductory Education. (1 Quarter). An orienting course in education aiming primarily to fulfill a "guidance" function. The various types of teaching made clear. Specific qualities essential to success in each type of work.

Course 10. Rural Economics. (1 Quarter). Fundamental principles of economics. Principles applied to problems of production, distribution and consumption in rural communities with special reference to economic conditions in Idaho and the Northwest.

Course 11. School Management and School Law. (1 Quarter). Offered twice during the year. The problem of rural schoolroom administration with special emphasis on the daily program. A presentation of the general and specific provisions of Idaho school laws and a comparison of Idaho laws with similar provisions in other states.

Course 12. General Methods. (1 Quarter). Offered twice during the year. A discussion of the common principles and methods of procedure of teaching the common branches.

Course 13. Rural Vocational Course. (1 Quarter). Offered each quarter. A practical and concrete course making the needs of the farm home the basis of all occupational work suitable for seventh and eighth grades under rural school conditions. Possibilities of home projects, boys' and girls', agricultural, home economics and farm handicraft clubs as educational agencies under the direction of the school. The development of a real farm culture and the responsibility of the rural schools toward that end.

Course 14. Rural Methods. (1 Quarter). Offered each quarter. This course will precede the work in practice teaching in the rural training centers. A study of the best methods of teaching the common school subjects under rural school conditions. Economy of time, application of the principles of education, adoption of the Idaho Course of Study and text books to meet rural community needs and the socialization of all school subjects will be emphasized.

Course 15. School Administration. (2 Quarters, a semester

course). This is a course offered for those who are making special preparation for administrative positions. The first quarter's work deals with problems of administration and the work of the second quarter emphasizes problems of supervision.

TEACHERS COURSES OR SUBJECT MATTER COURSES.

(General Subjects)

Course 1. History and Civics for Teachers. (1 Quarter). Offered each quarter. "Materials of History," the elements of which it is composed. The organization of these materials. The adaptation of these materials to the different kinds and grades of work. Methods of presentation. A proper understanding of the term "civics." "Type" lessons on state, county and community civics showing kinds of materials used and methods of presentation.

Course 2. Geography for Teachers. (1 Quarter). Offered each quarter. Minimum essentials of locations. Method of drill. Relation of topography and climate to natural wealth. Correlation with history and language. Use of text and supplementary readers.

Course 3. Arithmetic for Teachers. (1 Quarter). Offered each quarter. Review of work to be accomplished in the primary grades and brief discussion of methods of the same. The "right sort" of arithmetic, formal and applied; eliminations. Means of securing good results, (grades 4-8 inclusive). Typical difficulties met, causes of same, methods of overcoming these difficulties. The State Course of Study in arithmetic, the state text and supplementary work discussed. Observation and discussion of typical lessons.

Course 4. Science for Elementary Teachers. (1 Quarter). Offered each quarter. A consideration of type studies in natural science adapted to children in the elementary school. Methods of presenting science in grades one to six. The treatment includes: function as related to structure, physical conditions as effecting living things, struggle for existence.

Course 5. English for Teachers. (2 Quarters.)

(1) Offered first and third quarters. This course emphasizes the study of problems involved in training pupils to speak and write better English; ways and means of teaching composition, grammar and word-study in the elementary and upper grades are investigated.

(2) Offered second and fourth quarters. Methods of teaching reading and literature in the intermediate and upper grades. Features of the work are—ways of improving voice quality; exercise in pronunciation and enunciation; ways of conducting recitations; practice in reading.

Course 6. English for Rural Teachers. (1 Quarter). Offered twice during the year. This course proposes to awaken a conception of the specific problems involved in the teaching of all English subjects in the country school.

Course 7. Literature for Primary Teachers. (1 Quarter). Offered twice during the year. Required of primary specialists.

Educational value of stories for children. Possibilities for creative work. Characteristics of a story. Preparation of a story for telling. Story telling. Method of dramatization. A study of folk tales, fairy tales, myths, legends, fables, animal stories, realistic stories, and rimes and poetry according to their fitness for various ages and purposes.

The Teachers Course listed above are offered each quarter with the exception of courses 6 and 7. The following plan indicates the emphasis given to each quarter's work in courses 1, 2, 3 and 4. One quarter the work will be directed especially for primary teachers, another for elementary and upper grade teachers, and the remaining two quarters for rural teachers.

Teachers Courses in these various departments will be offered for Junior High School specialists when there is a demand for the work.

Course 8. Methods for Junior High School Teachers. (2 Quarters, a semester course). Offered for all teachers who are going to specialize in the junior high school work. This course is offered once during the year.

PRIMARY DEPARTMENT.

Miss Burks, Miss McDonald, Mrs. Ninneman.

Course 1. Primary Methods for Specialists. (2 Quarters). Offered each semester. Required of all students who are taking the Primary Specialists' Course (A-2).

(1) Offered first and third quarters. The aims and principles of primary instruction. Current literature on primary methods read and discussed. Relation of subject matter and method. The teaching process, factors conditioning. Subjects considered: reading, writing, drawing, spelling, phonics. A critical study of the modern methods of teaching reading. Brief survey of the history of methods.

(2) Offered second and fourth quarter. Principles applied. Selection and organization of subject matter which functions in the child's life. Writing of lesson plans. Teaching children how to study. Social phases of the recitation. Observation lessons. Subjects considered: language, arithmetic, industrial activities.

Course 2. Primary Methods for General Students. (1 Quarter). Offered twice during the year. Aims and principles of primary instruction. Principles applied in the selection of subject matter and materials. Rural problems discussed. Subjects considered: reading, writing, phonics, spelling, language, arithmetic industrial activities.

DEPARTMENT OF ENGLISH.

Mr. Fowler, Miss Bauer, Mr. McDonald.

The Courses of this department are intended to aid students in acquiring habits of vigorous, clear and correct speech and writing; to give them a keener understanding and appreciation of literature, and to prepare them to teach English subjects with pleasure and with skill.

Course 1. General English. (1 Quarter). This course is designed for all entering students who intend to qualify for practice teaching. The purpose of the work is to discover the nature of each student's English preparation and to advise him accordingly in regard to the pursuit of further English studies.

Course 2. Written English. (1 Quarter). Offered each quarter. A mastery of the principles and habits of correct and effective writing. Continuous practice in writing, together with helpful criticism.

Course 3. Oral English. (1 Quarter). Offered each quarter. Develops logical and orderly thinking, with correct and forceful oral expression. The student begins with brief talks from notes. Toward the end of the quarter he speaks extemporaneously. Personal interests, current events, and professional problems typify the subject-matter of this course.

Course 4. Juvenile Literature (1 Quarter). Offered twice during the year. The study of children's interests in literature; wide reading of children's books; the school library.

Course 5. Reading and Story-telling. (2 Quarters). Emphasis is upon the cultivation of a good reading voice and the development of ability to interpret poems and stories thru reading and telling.

Course 6. Sentence Structure. (1 Quarter). Offered twice during the year. Those whose understanding of English grammar is insufficient for teaching, have here an opportunity to study the sentence in its various aspects, with a view to teaching grammar. Emphasis is upon analysis and synthesis of the sentence.

Course 7. Survey of English Literature. (1 Quarter). Offered twice during the year. Extends the students' acquaintance with the best English works; freshens his interest in the subject; gives him a basis for good judgment in his own reading as well as in that of his pupils. Especial attention is given to the literature of the last decade.

Course 8. Survey of American Literature. (1 Quarter). Offered twice during the year. Acquaintance with our national literature. This course is offered largely as a background for the teaching of reading and literature in the grades.

Course 9. Word Study. (1 Quarter). Offered twice during year. Spelling, pronunciation, enunciation, meaning, derivation, and use of words in sentences, are matters considered in this course. The aims are to make students better spellers, to give them a wider working vo-

cabulary, and to discuss methods for teaching the subject in the elementary school.

Course 10. Teaching and Criticism in English. (1 Quarter). Offered each quarter. Senior will be given practice in the training school each quarter. Criticism periods for this course are to be arranged with the supervisor. (Mr. Fowler).

Course 11. Debating. (1 Quarter). Offered twice during the year. Study of the principles of argument; brief making, practice in debate. A study of present national problems will offer material.

Course 12. English for Teachers. See page 44.

Course 13. English for Rural Teachers. See page 44.

Course 14. Literature for Primary Teacher. See page 44.

DEPARTMENT OF HISTORY AND CIVICS.

Mr. Talkington, Miss Shaff.

Course 1. American History and National Civics. (1 Quarter). Use of historical materials. Development of various political, industrial and social subjects. Source material and independent investigations. History related to problems of life. Intensive study and discussion of history in the advanced grades.

Course 2. State Civics. (1 Quarter). The government of Idaho consists in the following political units: the Family; the School; the Precinct; the City; the County; the State; each of these has a Government provided for it and the object of the course is to show how that Government is administered.

Course 3. History of American Farm Life. (1 Quarter). Farming, its origin—the Indian, the Colonial, and the Pioneer periods; products; use of machinery; encouragement by cheap lands and by the National Government and Agricultural Colleges; Scientific farming. Problems of rural life. Prosperity and cooperation. The Country Life Commission and its work. America has ever been a rural nation. An understanding and appreciation of the problems of rural life in the light of their history is the aim of this course.

Course 4. History and Civics for Teachers. See page 44.

Course 5. Teaching and Criticism in History. (1 Quarter). Offered each quarter. Seniors will be given practice in the training school each quarter. Criticism periods for this course are to be arranged with the supervisor. (Mr. Talkington).

Course 6. Pacific Coast History and the History of Idaho. (2 Quarters). Offered each semester. This course supplements the Pacific Coast History found in the average text book; furnishes the teacher with much suitable material for primary and intermediate grades, and treats briefly the history of Idaho.

Course 7. History Stories on Indian and Pastoral Life for the Primary Grades. (1 Quarter). Some of the topics discussed are: Indian myths; food, clothing and shelter; snares, traps, implements and utensils; the peace pipe and methods of war; the medicine man and the Indian's care of his body; the Potlatch and Indian hospitality.

Domestic animals; house and household furniture; manner of planting, cultivating and harvesting grain; social conditions including games, sports; manner of travel on land and water; government; early religious ideas and customs.

Course 8. Modern European History. (2 Quarters). Territorial expansion and confederation. Separation of Church and State. Internal development. Political growth and extension of suffrage. Rise of socialism and the growth of democracy. Change in educational ideals. Increasing conflict between Labor and Capital. Modern ideas of war and peaceful methods of settling international disputes. The course presents these new and larger movements.

Course 9. Idaho History and Pioneer Stories of the Northwest. (1 quarter). The following general epochs are used as a basis for this course: exploration, routes to the Pacific coast, the fur-trading era, the Missionary period, the Emigrant, the mining era, Indian wars, organization of territory and admission of States, development of State institutions.

Course 10 and 11. Historic Scenes and Persons.

in European History.

in American History.

Courses 13 and 14. History Stories on the Beginning of National European

American

Course 15. Latin America.

Course 16. Modern Asia.

DEPARTMENT OF MATHEMATICS.

Mr. Chessman.

Course 1. Applied Arithmetic. (1 Quarter). A general review course in subject matter. Drill work on fundamental operations. Much problem work, emphasis on farm problems—buying, selling, commissions, insurance, taxes, notes, mortgages, depreciation; measurement, value of crops, land, etc.; construction problems—wood, cement; mechanics—lever, pulleys, horse power, inclined plane, good roads, gasoline engine; constituents (percentages), fodder, soils, fertilizers, sprays, dairy problems; household and farm budgets and accounts.

Course 2. Teaching and Criticism in Arithmetic. (1 Quarter). Offered each quarter. Seniors will be given practice in the training

school each quarter. Criticism periods for this course are to be arranged with the supervisor. (Mr. Chessman).

Course 3. Modern Elementary Mathematics. (2 Quarters, a semester course.) Offered once during the year. For students who wish to specialize in junior high school mathematics and science. The supplementary aspect of the several branches of secondary mathematics is recognized and the work is presented from a unified point of view. Number, symbol and form or arithmetic, algebra and geometry frequently enter into the same problem and the result is economy of time and richer content.

The Teachers Course in this department is scheduled each quarter. One quarter the work will be directed especially for primary teachers, another, for elementary and upper grade teachers, and the remaining two quarters for rural teachers.

Course 4. Arithmetic for Teachers. See the outline given on page 44.

Junior High School work in Mathematics will be extended when the demand is sufficient.

RURAL DEPARTMENT.

Mr. Millay, Mr. Osborne, Miss McDonald, Miss Wiseman, Miss Minger, Miss Hansen, Mrs. Lockwood,

Course 1. Rural Methods listed under department of Education.

Course 2. Rural Sociology listed under department of Education.

Course 3. Rural Training Centers. (1 Quarter). Methods, Observation, Teaching and Criticism.

Rural Courses offered by the several departments are listed under the department, for example, Rural Home Economics is listed on page 56.

Agriculture Courses (4-10).

Course 4. Introductory Agriculture. (1 Quarter). Offered twice during the year. This course is an introduction to Agriculture thru a study of such phases of Animal Husbandry, Gardening and Fruit Growing as can be taught in the rural schools by practical demonstration.

Course 5. Soils. (1 Quarter). Offered twice during year. A study of the origin, classification, composition, physical condition and general treatment of soils and the scientific basis of tillage to maintain soils in the highest state of fertility. To give practical experience much of the work will be done in the field.

Course 6. Vegetable Gardening. (1 Quarter). Offered twice during the year. An intensive study of gardening with special reference to the use of gardening as an educational factor in the schools. Emphasis on soils, fertilizers, seed-testing, insecticides and elementary

plan, physiology, and similar phases of agriculture that lead up to the planting of the spring gardens.

Course 7. Animal Husbandry. (1 Quarter). Offered twice during the year. A study of the different breeds of livestock, including practical experience in judging, the balancing of rations, and the general management of farm animals.

Course 8. Poultry Keeping. (1 Quarter). Offered twice during the year. Incubation, brooding, feeding and management of fowls, including practical experience in judging. The laboratory work will consist of making poultry appliances such as self-feeders, trap-nests and brooders. The school is provided with good poultry equipment.

Course 9. Farm Mechanics. (1 Quarter). Offered twice during the year. Practical construction work such as cement work, including building of cement walks, cement models of silos and cement posts. Testing of cement, rope splicing and halter-making. When carpentry problems present themselves, building construction will be given.

Course 10. Fruit Growing. (1 Quarter). Offered once during the year. Designed for those students who are likely to teach in the fruit growing sections of Idaho. A study of the essential elements in soils for different fruits, the location of sites, marketing, making of sprays, pruning, budding, grafting and the identification of insect and fungus diseases will be made. The nearness of orchards and small fruit gardens to the campus allows this course to be made extremely practical.

DEPARTMENT OF MANUAL TRAINING AND APPLIED ARTS.

Miss McGahey.

Course 1. Woodwork for Beginners. (1 Quarter). Use of common tools; making of a few projects; working drawing of at least one project; recognition of a few physical characteristics of wood; simple staining and finishing; suggestions as to plans and organization.

Course 2. Woodwork. (1 Quarter). Further use of tools, particularly the chisel; drawing and making projects involving use of lap and groove joints; the uses and characteristics of wood, and industrial significance.

Courses 3 and 4. Woodwork and Woodwork Advanced. (1 Quarter each). More skillful use of tools; more complicated joints; study tools and fastenings used; study of types of construction—applications in projects made in shop; more detailed study of materials and industrial processes; methods of finishing woods; social significance.

Courses 1, 2, 3 and 4 constitute a full year of work.

Course 5. Rural Woodwork. (1 Quarter). Offered twice during the year. Use of a few common tools; making of a few articles o

value on the farm. Comparisons and notes on difficulties involved; making a working drawing of at least one project; simple staining and finishing; suggestions as to equipment; work to be given place in the program.

Course 10. Construction of Playground Apparatus. (1 Quarter). Offered twice during the year. A study of playground apparatus; materials, means of construction and prices; drawing of plans for different pieces of apparatus; construction of same to scale.

Course 7. Mechanical Drawing. (2 Quarters). Offered once during the year. The use of instruments; plates in straight lines and curves; lettering; geometric problems practical for woodwork construction; working drawings; simple principles of orthographic projection.

Course 8. Teaching and Criticism in Manual Training. (1 Quarter). Seniors will be given practice in the training school each quarter. Criticism periods for this course are to be arranged with the supervisor. (Miss McGahey.)

Course 9. Handwork for Rural Teachers. (1 Quarter). Offered each quarter. Various kinds of handwork from the standpoint of the rural school. The use of materials easy to obtain and requiring minimum of equipment and supervision. The enriching of the regular school curriculum thru manual arts.

Course 10. Advanced Applied Arts. (1 Quarter). Basketry. Leather cutting and tooling. Copper sawing and etching. Wood block printing. Stencil printing. Card board construction.

Classes will be organized in woodwork for two-year Rural students and for Home Economics students when there is sufficient demand for these courses.

DEPARTMENT OF PUBLIC SCHOOL MUSIC AND PIANO.

Mrs. Treadwell, Miss Jones.

Course 1. Sight Singing. (1 Quarter). Offered each quarter. Rote song used as basis for technical work. Simple rhythmic types, nine major keys, chromatic tones, ear training, individual work emphasized.

The content of course 1 is adapted to the needs of rural teachers.

Course 2. Public School Music for Teachers. (1 Quarter). Offered twice during the year. Prerequisite—Course 1 or an equivalent. Lectures, discussions and required readings on ways of presenting music in primary and upper grades. Study of song and technical material used, class demonstrations.

Course 3. Advanced Sight Singing. (1 Quarter). Offered twice during the year. Prerequisite Course 1 or an equivalent. Fifteen major keys. Bass clef, Part-work, modulations, ear training.

Course 4. Harmony (3) and Ear Training (2). (1 Quarter).

Offered the first quarter. The Harmony courses develop in students a broader appreciation of good music and of the works of the great masters.

Ability to recognize and execute scales, intervals and simple chords, and simple chord connections with their inversions in a given bass or a given soprano.

Ear training, tone thinking, recognition of rhythmic and tonal sequences as heard.

Course 5. Harmony (2) and Conducting (3). (1 Quarter). Offered the second quarter. Chord connection continued into more complex forms, Keyboard work continued. Original work in long meter; short meter.

Conducting furnishes opportunities for becoming familiar with chorus material for upper grades and high schools and for practice in conducting the material studied.

Course 6. Harmony (3) and Child Voice (2). (1 Quarter). Offered the third quarter. Chord connection continued. Simple forms of modulations. Keyboard work continued.

Lectures, discussions and required readings on the physiology of the voice, the care of child's voice, monotones.

Course 7. Harmony (3) and History of Music (2). (1 Quarter). Offered the fourth quarter. Courses 6, 7, 8 and 9 makes a continuous year's work. Chord connection continued; Keyboard work continued; Analysis of some of the Bach Chorals. More original work.

Lectures, required readings and reports on History of Music from primitive times thru the classical period. Illustrations on victrola and piano player.

Course 8. Appreciation. (1 Quarter). Offered each quarter. Students are afforded opportunities for becoming familiar with standard and classic compositions and to develop a love for good music. Victrola and piano player are used.

Course 9. History of Music (3) and Form (2). (1 Quarter). Offered twice during the year. A study of the Romantic writers. Illustrations on victrola and piano player.

A study of design in the structure of musical composition. Victrola and piano player are used.

Course 10. History of Music and Supervision.. (1 Quarter). Offered twice during the year. Later 19th century writers; American music.

Discussions on supervision of grade teachers; planning of courses; outlines.

Course 11. Teaching and Criticism of Music. Offered each quarter. Seniors will be given practice in the training school each quarter. Criticism periods for this course are to be arranged with the supervisor. (Mrs. Treadwell).



FAMOUS PICTURES POSED BY STUDENTS

Course 12. **Primary Songs.** (1 Quarter). This is a beginners course for Primary specialists. About one-third of the quarter is given to note reading.

General course students may elect course.

Course 13. **Teaching and Criticism of Music.** Offered each quarter. Seniors will be given practice in the training school each quarter. Criticism periods for this course are to be arranged with the supervisor. (Mrs. Treadwell).

Chorus. Meets Tuesdays and Thursdays at 10:30 thruout the year.

Glee Club Work and Orchestra will be continued. Each group meets one evening a week.

The Teachers Course in this department is scheduled each quarter. One quarter the work will be directed especially for primary teachers, another, for elementary and upper grade teachers, and the remaining two quarters for rural teachers.

DEPARTMENT OF FINE ARTS.

Miss Hong.

Course 1. **Fine Art for Rural Teachers.** (1 Quarter). Offered twice during the year. Design, Representation, Art Appreciation. Practical art related to everyday life. Cultivation of the taste in choosing clothes and home furnishings.

Course 2. **General Art Course.** (2 Quarters). A combination of fine and applied arts for primary, rural and general course students, Design: Study of the principles of design, line-harmony, dark and light and color. Application of designs to constructions varies to suit all grades. Materials are clay, reed and raffia, paper, cardboard and wood.

Representation: Drawing from nature, still life, posing and outdoor sketching. Decorative treatment of nature drawing.

Art Appreciation: Study of the finest painting, sculpture, and architecture. School room decoration. Flower arrangement. Costume designing.

Note: After the first quarter of this course those students who are specializing in primary work enter the course in art for primary teachers which is listed as industrial Arts for Primary Teachers. Teachers of elementary and upper grades and junior high school teachers may, at the close of the first quarter's work, transfer from the general art course to a teachers art course for their special grades.

Course 2. **Industrial Arts for Primary Teachers.** (1 Quarter). One quarter of fine art or the equivalent is a prerequisite for this course. Art work considered by grade. Correlation of Art with other subjects. Methods of preserving Art. Observation of Art teaching in lower grades.

Course 4. **Costume Design.** (1 Quarter). Design in costume. rhythm of line, harmonies of tone. Sketching gowns and hats. Orig-

nal designs for gowns and hats of various types. Pencil, pen and ink, water color and black board drawing. (This course is open to students who have completed General Art.)

Course 4. **Home Planning and Decoration.** (1 Quarter). Principles of spacing, dark and light, and color applied to the problems of the home; economics of furnishing and decorating. Designing schemes for rooms; and for embroidery and textiles. Furniture designing. Visits to shops.

Course 5. **Art History and Appreciation.** (1 Quarter). An appreciative study of painting, sculpture, architecture and design in historical development. This course is illustrated by prints and lantern slides.

Course 6. **Advanced Fine Arts.** (1 Quarter). Study of line-harmony, space filling, distribution of dark and light in a space, tone values and color harmony. Application in practical designs for embroidery, weaving, and for working in paper, metal and wood. Freehand drawing in pencil and charcoal from objects, figure and landscape. Painting the same subjects in water color, oil paints and pastel.

The Teachers Course in this department is scheduled each quarter. One quarter the work will be directed especially for primary teachers, another, for elementary and upper grade teachers, and the remaining two quarters for rural teachers.

DEPARTMENT OF PHYSICAL EDUCATION.

....., Miss Thompson.

Course 1. **Anatomy.** (4 Quarters). Offered once during the year. A study of the structure of the human body with especial reference to the needs of Physical Education.

Course 3. **Theory of Playground and Plays and Games.** (1 Quarter). Offered twice during the year. The theory and practice which is basal for the teacher of playground work; the origin and development of the play movement in America; theories of play as a factor in education advanced by Spence, Schiller, Groos, Froebel, Hall, and others; special attention to the construction of, equipment of, and supervision of playgrounds and play schools.

Presents singing games, dramatic games, and competitive games. Games suitable for playground use, classified according to grades and seasons.

Course 3. **Corrective Gymnastics (2). First Aid and Health Supervision (3).** (1 Quarter). Offered once during the year. The course is designed for the benefit of Normal School students who through deformity or unusually poor development are unable to proceed rapidly as the others, or who are in need of corrective gymnastics. The exercises used are to be considered as an appendix to education gymnastics.

Practical knowledge in the recognition of the nature of an accident or emergency and application of **First Aid**. Hints as to what should be done first in case of bites, wounds, contusions and bruises, burns, frost bites, foreign bodies in throat, nose, ear, eye.

Course 4. Anthropometry and Physical Diagnosis (3), and Literature of Physical Education (2). (1 Quarter). Offered once during the year. A study of the bodily activities of primitive man, early physical training among the Greeks and Romans and the transition thru the mediaeval to modern systems of physical education.

Instruction and practice in making examinations of children. Physical measurements made with a view to determining the assignment of special work.

Course 5. Kinesiology, and Physiology of Exercise. (2 Quarters). Offered one semester. Treats of the science of educational gymnastics, dealing with the mechanics, effects and classification of special exercises. In it the student will receive ideas in the (a) choice of exercises (b) progression within the lesson itself and in the succession of lessons, (c) apparatus (d) index to the nomenclature used in all systems of Physical Education (e) the study of physiological effects of exercise and medico-gymnastic exercises used in educational gymnastic.

Course 6. Physical Training for Teachers. (1 Quarter). Offered twice during the year. Consideration of the aim of educational, corrective, and recreative gymnastics; choice of exercise, (local or general effects); factors determining the amount of exercise that is desirable; mode of progression from exercise in the same lesson and from the movements of one lesson to those of another; duration of movement as well as lesson; giving commands, correct clothing; using rooms or corridors for the exercises, the "drill" idea eliminated.

Course 7. Teaching and Criticism in Physical Education. (1 Quarter). Offered each quarter. Seniors will be given practice each quarter. Criticism periods for this course are to be arranged with the supervisor.

Course 8. History and Literature of Physical Education. (1 Quarter). A study of the bodily activities of primitive man, early physical training among the Greeks and Romans and their transition thru the mediaeval to modern systems of physical education. The pioneers of modern physical education are taken up in order of their appearance in each country.

Courses 9-12 Dancing.

This course presents folk, natural, gymnastics, aesthetic and classical dancing including a study of history of the work and methods of teaching it.

(9). **Elementary Dancing.** (First Quarter). Daily practice in technique, comprehensive study of fundamental principles upon

which all forms of dancing are built. Combinations and follow steps taken from Mauthe, Gilbert and Chalif. Rhythmic work and a few dances for beginners.

(10). Folk Dancing and Festival Work. (Second Quarter). More advanced rhythmic work. Folk Dances of European countries in their traditional form as taken from Hoffer, Burchinal and Cramp-ton.

(11). Aesthetic Dancing. (Third Quarter). Classic and aesthetic dancing. Appreciation and interpretation of dancing.

(12). Interpretative Dancing. (Fourth quarter). Origin of dancing; Dancing in the middle ages; use of the dance; Modern tendencies. History of dancing. Dance Composition, and dancing from the teacher's standpoint—the method of introducing the various kinds of dancing into the school systems.

Course 13. **Swimming.** Credit is given in this work when students learn to swim using breast stroke, side stroke, and swimming on back. They will also be taught how to drive and resuscitate. Class meets two or three times a week. It may alternate with Tennis or Junior Gymnasium.

Course 14. **Tennis.** Class meets two or three times a week. It may alternate with Swimming or Junior Gymnasium.

Courses 15-18. Junior Gymnasium.

(15). First Quarter. Marching, simple tactics, calisthenics, and dumb-bells.

(16). Second Quarter. Advanced marching tactics, folk dancing, spring and fall festivals and wands.

(17). Third Quarter. Apparatus work, chest weights, ropes, etc., and athletics, particularly the coaching and refereeing of basket ball, indoor base ball, tennis, volley ball, Newcomb,

(18). Fourth Quarter. Fundamental principles of school gymnastics, pose. Consideration of the aim of educational, corrective and recreative gymnastics, advanced floor work and Indian clubs. See course 6.

DEPARTMENT OF HOME ECONOMICS.

....., Miss McCollister, Miss McHugh.

Course 1. **Food Production and Manufacture.** (2 Quarters) The source, manufacture and preparation of food products with conditions and laws regulating the same.

Course 2. **Rural Home Economics.** (1 Quarter). Lectures, discussions and laboratory work. Problems selected for detailed study. Bibliographies and reports. Development, meaning and function of Home Economics. The function of teachers of home economics. Rural conditions and home economics. Problems of the rural housewife. Agents or agencies available. Resources of the rural home.

Home economics taught in rural schools,—equipment, texts, courses, correlation. Hot lunches,—organization and management.

Course 3. Rural Cookery. (1 Quarter). Offered three quarters during the year. Food preparation through actual practice. Serving of simple meals. The care of the home, school room, etc. Cookery equipment. The serving of school lunches. How to deal with simple abnormal digestive tracts.

Course 4. Textiles. (1 Quarter). A study of the various fibres with emphasis on their source, durability, adaptability and reactions to different agents.

Course 5. Junior Domestic Science. (2 Quarters). Offered one semester. The source, manufacture and preparation of foods and food products. A review of composition of foods, evolving principles upon which preparation depends. A working knowledge of how foods are made digestive and nutritious. Elementary course in preparing and serving meals.

Course 6. Housekeeping, and General Household Administration. (2 Quarters). Offered each semester. Food principles, food preparation, the care of the house, household management, laundering and cleaning.

Course 7. Home Economics for Teachers. (1 Quarter). Offered twice during the year. A discussion of equipment, syllabi, and course for home economics. Lesson plans are made and actually carried out in practice.

Course 8. Teaching and Criticism in Home Economics. (1 Quarter). At least 2 quarters teaching for A-3 students. Offered each quarter. Seniors will be given practice in training school each quarter. Criticism periods for this course are to be arranged with the supervisor.

Course 9. Table Service (7 weeks) and Lunch-room Management (2 weeks). Offered twice during the year. Lunch-room equipment is discussed and the actual managing of the lunch-room will be required of the Seniors in Home Economics.

The class is divided into groups of two. Each group takes charge of and supervises the lunch-room for one week. Training school children assist in the general care of the lunch-room. Especially valuable for students who will teach in rural schools as well as for those who expect to teach Home Economics.

Course 10. Advanced Cookery. (1 Quarter). Offered twice during the year. Advanced Cookery is a review of food contents and principles of food preparation involving the computation of cost and nutritive value.

Course 11. Dietics. (1 Quarter). Offered twice during the year. Dietaries appropriate for particular abnormal cases. Assembling of typical meals for such cases.

Course 12. Junior Domestic Art. (4 Quarters). A continuous course from September to June. A basal course in equipment used in domestic art and a foundation upon which to build. Drafting and cutting of patterns; a study of textiles is made. Each student makes a suit of underwear. Note books are required.

Course 13. Dressmaking. (1 Quarter). Offered once during the year. Course 12 is prerequisite. Offered to those who know how to sew and who wish a dressmaking course. Will probably be offered the third quarter.

Course 14. Senior Domestic Art. (4 Quarters). A continuous course from September to June. Continuation of Junior Domestic Art.

Dressmaking. Art needle work. Methods in teaching sewing. Drafting and cutting patterns; and use of commercial patterns.

Course 15. Art Needlework. (1 Quarter). Offered only the third and fourth quarters of the year. Practice in making all the fancy stitches with application to suitable material and appropriateness of design.

Course 16. Fancy Cookery and Table Service. (1 Quarter). Elective. Offered each quarter if there is sufficient demand. Course 5 is prerequisite. The preparation of more elaborate dishes than those prepared in Course 5.

DEPARTMENT OF SCIENCE

Miss Tyler, Miss McEachran.

Course 1. General Chemistry. (2 Quarters, a semester course). Offered during the second semester. Lectures and laboratory work. An introduction to general applied chemistry.

Course 2. Organic Chemistry and Food Analysis. (2 Quarters, a semester course). Offered during the second semester. These courses alternate.

Organic Chemistry: Hydro-carbons and their substitution and addition products, with special reference to foods and other useful organic compounds.

Food Analysis: Analysis of type foods which illustrate the analysis of all foods, e. g. baking powder, flavoring extracts, milk, flour, water and butter.

Course 3. Physiological Chemistry. (2 Quarters, a semester course). Offered during the first semester. Chemistry of the body and its functions, with special reference to digestion and food requirements. Study of enzymes, salivary, gastric, and pancreatic digestion.

Note: General Chemistry, Organic Chemistry and Physiological Chemistry should be studied in the order listed above.

Course 4. Bacteriology. (2 Quarters, a semester course). Offered during the second semester. Morphology. Classification of bacteria. Study of bacteria found in the home. Making of cultures to

study the development and products of the same. Disease, cause, immunity, practical study and manipulation of disease organisms.

Course 5. Economic Bacteriology. (1 Quarter). Offered mainly for one-year students. Kinds of matter. Chemical change. Matter and energy. Studies include the following: Rust. Soil aeration. Combustion and fuels. Nitrogen in relation to explosives and soil fertility. The chemistry of soap making, of phosphorus matches. Chemical processes used in adulterating textiles. Dyeing. Printing. Cement.

Course 8. Elementary Botany. (2 Quarters). Offered during the second semester. A fundamental study of plant structure. Function of each part. Algae. Fungi and plant diseases. Bacteria. Moss and fern plants. Relation of plants to environment. Factors in crop production. Classification and recognition of plants.

Course 9. Elementary Zoology. (2 Quarters). Offered during the first semester. First Quarter: Vertebrates. Second Quarter: Invertebrates.

The materials of life, its properties and laws. Animal functions, structure and adaptations.

Course 10. General Sanitation. (1 Quarter). This course will be offered for one-year students when there is sufficient demand.

Course 11. Sanitation and Hygiene. (2 Quarters, a semester course). Offered during the second semester. Lecture and laboratory work. Principles of personal, home and public sanitation. Application of these to food, ventilation, water and sewage with study of local plants and systems. Posts. Emergencies. Fire prevention. The ethics of community sanitation.

Course 12. Science for Elementary Teachers. See outline given on page 44.

The Teachers Course in this department is scheduled each quarter. One quarter the work will be directed especially for primary teachers, another, for elementary and upper grade teachers, and the remaining two quarters for rural teachers.

DEPARTMENT OF GEOGRAPHY AND GENERAL SCIENCE.

Mr. Reed.

Course 1. General Science. (1 Quarter). Astronomy as related to climate, seasons and time. Heat as a factor in climate. Weather and its application to agriculture. Mineralogy. The minerals of Idaho. Geology and its relation to topography.

Course 2. Advanced Geography. (1 Quarter). Commerce of Idaho and the Northwest. Commerce of the world—land and water. Historical development of commerce. Expansion of our national commerce. Forestry. Reforestation. Deforestation. Forest reserves. Products, by products and waste of forests.

Course 3. Teaching and Criticism in Geography. (1 Quarter).

Offered each quarter. Seniors will be given practice in the training school each quarter. Criticism periods for this course are to be arranged with the supervisor. (Mr. Reed).

Course 4. **Geography for Teachers.** See page 44.

The Teachers Course in this department is scheduled each quarter. One quarter the work will be directed especially for primary teachers, another, for elementary and upper grade teachers, and the remaining two quarters for rural teachers.

LIBRARY DEPARTMENT.

Miss Crawford, Mrs. Hibbard.

Library Science. (1 Quarter). Offered each quarter. Use of books,—the physical book, reference books, indexes, bibliographies. Selection of books and literature for children. Magazines for children. Administration of school libraries. Establishment and equipment. Library records. Mechanical processes and use of pamphlet and picture collections.

PENMANSHIP.

Miss Collings.

Penmanship. A complete course in Palmer method for beginners. Special work for the Palmer certificate.

Summary of Attendance Since 1912.

1. Session 1912-1913.

Classified by Year of Course	Classified by Course Pursued
First Year (Eliminated)	Course A-1, General 69
Second Year (Eliminated)	Course A-2, Primary 20
Third Year 235	Course A-3, Home Economics 37
Junior Year 90	Course A-4, General 1-Year 13
Senior Year 50	Courses B-1,3 Rural 64
	All other Courses 182
Total Regular Session . . . 375	
	Total in Regular Courses . . 375
Summer Session 133	Summer Session 133
Total Enrollment 508	Total Enrollment 508

The enrollment of the Training School is not included in the above totals.

The enrollment in the training Schools in 1912-1913 was 309.

2. Session 1913-1914.

Classified by Year of Course	
First Year	(Eliminated)
Second Year	(Eliminated)
Third Year	174
Junior Year	51
Senior Year	138
Total Regular Session .	363
Summer Session	186
Total Enrollment	549

Classified by Course Pursued	
Course A-1, General	96
Course A-2, Primary	41
Course A-3, Home Economics	27
Course A-4, General (1-Year)	10
Courses B-1-3, Rural	65
All Other Courses	114
Total in Regular Courses ..	363
Summer Session	186

Total Enrollment549

The enrollment of the Training Schools is not included in the above totals.

The enrollment in the Training Schools in 1913-1914 was 170.

3. Sessions 1914-1915.

Classified by year of Course	
Seniors	74
Juniors in General Courses..	70
Juniors in Certificate Courses	83
Specials	
in Rural Courses	70
Piano Students	21
in six weeks Courses ..	8
All others	31
Total in Regular Session..	357
Total (Joint)	
Summer Session	251

608

Classified by Course Pursued	
Course A-1, General	44
Course A-2, Primary	24
Course A-3, Home Economics	30
Other Specialists Courses	
(A-6, A-7, A-8)	13
Course A-4, General (1-year)	16
Course A-9, Rural "A"	17
Courses Rural "B"	70
Other Certificate Courses ..	83
All other Courses	60

Total in Regular Session 357

Total (Joint)

 Summer Session

608

The enrollment in the Training Schools is not included in the above totals.

The enrollment in the graded Training School in 1914-15 was 200,

i. e:

159 Regular SessionB. 69 G. 90

41 Summer sessionB. 22 G. 19

4. Session 1915-1916.

Classified by Years of Course	
Post Graduates	3
Seniors	62
Juniors in Gen. Courses	67
Juniors in Certificate Courses	84
Specials	
in Rural Courses	52
in Piano Courses	14
in six weeks courses	2
in all other courses	14
Total in Regular Session	298
Total in (Joint) Summer Session	309
	607

Classified by Course Pursued	
Course A-1 Gen.	52
Course A-2	25
Course A-3	20
Other Specialists' Courses	
(A-6, A-7, A-8)	6
Course A-4	16
Course A-9	10
Courses Rural "B"	52
Other (Jr.) Certificate Courses	84
All other Courses	33
Total in Regular Session	298
Total in (Joint) Summer Session	309

607

The enrollment of the Training Schools is not included in the above totals.

The enrollment in the graded training school in 1915-1916, not including the summer training school which registered about 62, was 150. B. 69. G. 81.

The five rural training centers enrolled approximately 145 children during 1915-1916.

5. Session 1916-1917.

Classified by Years of Course	
Post Graduates	2
Seniors	87
Juniors in General Courses	39
Juniors in Certificate Courses	143
Specials	
in Rural Courses	32
in Piano Courses	22
in six weeks courses	4
in all other courses	10
	339
Number counted twice	11
Actual number enrolled	
in Regular Session	328
Actual number enrolled	
in Summer Session	263

Classified by Course Pursued	
Course A-1 General ...	59
Course A-2	35
Course A-3	17
Other Specialists' Courses	
(A-6, A-7, A-8)	5
Course A-4	10
Course A-9	4
Course A-10	6
Course Rural "B" ..	32
Other Junior Certificate Courses	143
All other Courses	36
	347
Number counted twice	19
Actual number enrolled	
in Regular Session	328
Actual number enrolled	
in Summer Session	263

Total for the entire year

Total for the entire year

Eight graduates of the School enrolled for work in the 1917 Summer School and forty-nine students who attended during the regular session remained for the Summer Session.

The enrollment of the Training Schools is not included in the above totals.

The enrollment in the graded training school in 1916-1917, not including the summer training school which registered 38, was 126. B. 63. G. 63.

The four rural training centers enrolled approximately 115 children during 1916-1917.

The local extension work offered during the year in Canning and Physical Education registered approximately 57 people.

DIRECTORY OF STUDENTS

Lewiston State Normal School

1916-1917.

Name	Course	Home Address
Adams, Myrthel	A-9-1	Weiser
Adams, Zella	A-2 Jr.	Weiser
Akins, Marie Mabel	A-2 Sr.	Lewiston
Allen, Ethel Pearl	A-9-1	Burke
Amey, Fannie	A-3 Jr. ..	Donnybrook, North Dakota
Anderson, Clara Irene	A-1 Jr.	Sandpoint
Anderson, Famie M.	A-9-1	Potlatch
Armstrong, Marion	A-1 Sr.	St. Maries
Baken, Theresa	A-1 Sr.	Moscow
Bangs, Ruth (Mrs. Pearce) ...	A-8 Jr.	Lewiston
Baker, W. Roy	A-9-1	New Plymouth
Bandy, Mrs. Mayme	B-2	Lewiston
Beasley, Myrtle Cleo	A-9-1	Meridian, R. F. D. No.2
Begle, Kittie Alena	A-1 Sr.	Lewiston
Bean, Elsie (Graduate in Man- ual Training)	A-9-1	Garfield, Wn.
Bean, Itha J.	A-2 Jr.	Garfield, Wn.
Becker, Mary	A-1 Sr.	Aberdeen
Bell, Gladys Lorraine	A-9-1	Cambridge
Belts, Madge	A-9 Sr.	Clarkston, Wn.
Benscotter, Pearl Blanche	A-9-1	Palouse, Wn.
Bicknell, Helen Elizabeth	A-4-2	Caldwell
Blomstrom, Edith A.	A-9-1	Cambridge
Blomquist, Florence Myrtle ...	A-1 Sr.	Moscow
Blayden, Marvel	A-9-1	New Plymouth
Boggs, Esther	A-2 Sr.	Clarkston, Wn.
Bolstad, Anna	A-9-2	Lewiston
Booher, Mary Vollmer	B-1	Troy
Brady, Mary Jane	A-9-1	Wallace
Brandt, Neva	A-2 Jr.	Gooding
Bristol, Mrs. W. H.	Piano	Lewiston
Broadhead, Maude Lucille	A-9-1	Coeur d'Alene
Brown, Theresa M.	A-9-1	Lewiston
Brown, Aletha	A-9-2	Clarkston, Wn.
Brown, Florence	Sp. Piano	Clarkston, Wn.
Buntrock, Lena M.	A-3 Sr.	Caldwell

Name	Course	Home Address
Burns, Lena Beatrice	A-2 Jr.	Lewiston
Burns, Gladys H.	B-1	Lewiston Orchards
Bursell, Margaret A.	A-2 Jr.	Lewiston
Bursell, Blanche, graduate in Physical Education	A-7 Sr. (A-9-1)	Lewiston
Burnside, Mary Frances	A-2 Jr.	Lewiston
Butler, Vivian Josephine	A-6 Sr.	Lewiston
Byrnes, Francile	A-2 Sr.	Moscow
Carlson, Jenny	A-9-1	Harrison
Cay, Navva	B-1	Moscow
Campbell, Clara Jessie	A-9-1	New Meadows
Campbell, Stella	A-9-1	New Meadows
Christensen, Mamie	Sp. (Univ. Credit)	Moscow
Clare, Louella J.	A-9-1	Cambridge
Cleveland, Grace E.	B-1	Summit
Clifford, Florence	A-9-1	Lewiston
Coldren, Harriette Ellen	Sp.	Clarkston, Wn.
Covey, Lela	A-9-1	Nezperce
Coffey, Edythe J.	A-9-1	Pullman, Wn.
Cope, Lillian	A-9-1	Nevada, Mo.
Cowgill, Clara Edith	A-3 Sr.	Grangeville
Coolidge, Ruth	A-9-1	Ilo
Craig, Jean Alan	A-9-1	Clarkston, Wn.
Crackel, Louise	B-3	Corvallis, Ore.
Cronk, Myron P.	B-1	Worley
Crum, Earl	A-10 Sr.	Filer
Davis, Naomi Francelia	A-9-2	Ilo
Day, Lucile	A-9-1	New Plymouth
Davenport, Ethel	A-9-1	Kellogg
Deerkop, Hazel	A-1 Sr.	Palouse, Wn.
Dickens, Kathleen Ida.	A-9-1	Caldwell
Divine, Cornelia Elliott	A-1 Sr.	Lewiston
Dole, Mildred	A-1 Sr.	Lewiston
Dresser, Jessie Angeline	A-3 Jr.	Lewiston
Dustan, Laura	Sp. Piano	Clarkston, Wn.
Elder, Lucile	A-9-2	Coeur d'Alene
Elliott, Frances Amanda	A-9-1	Weiser
Emmett, Cordelia May	A-3 Sr.	Kendrick
Erickson, Ruth	Sp. Piano	Lewiston
Eaton, Dora B.	A-2 Sr.	Mountain Home
Ehlert, Dorothea	B-1	Sweetwater
Embry, Clay T.	Sp. (State Certificate)	Clarkston, Wn.
Fisher, Ethel	A-2 Sr.	Blackfoot
Fitting, Geneva	A-9-2	Kooskia
Flock, Beatrice	A-2 Sr.	Pullman, Wn.
Fowler, Rosa Elizabeth	A-9-1	Nezperce

Name	Course	Home Address
Foster, Marie	Sp. Piano	Clarkston, Wn.
Frizzell, Melva Lorena	A-9-1	Troy
Frye, Ina Grace	A-2 Sr.	Silver City
Gardner, Helen Louise	A-1 Sr.	Wardner
Gardner, Kate	A-9-2	Soldier
Gault, Ruby Ellen	A-1 Sr.	Athol
Goldman, Queen A.	Sp. Piano	Clarkston, Wn.
Goldsmith, Dorothea G.	A-9-1	Caldwell
Green, Edra Thelma	A-2 Jr.	Lewiston
Green, Mary Deering	A-3 Sr.	Salmon
Greene, Helen Phoebe	A-1 Jr.	Lewiston
Grenolds, Lucile Emily	A-9-2	Kendrick
Grieser, Louise	A-9-1 ("6 weeks")	Kendrick
Grosjean, Roxie	A-9-1	Kamiah
Grosso, Agnes Rose	A-9-2	Nampa, R. F. D. 2
Gute, Rose N.	B-1	Cloverland, Wn.
Haase, Emma Bertha	A-1 Jr.	Clarkston, Wn.
Hagglund, Mamie	A-3 Jr. Sp.	Lewiston
Hall, Alma Mary	A-1 Jr.	Boise
Hall, Coral Clarice	A-3 Sr.	Jerome
Hamill, Hazel	A-9 Sr.	Clarkston, Wn.
Hammar, Blanche Victoria ..	A-9-1	Caldwell, R.F.D. 2
Haaser, Norma	A-1 Sr.	Lewiston
Hampton, Minnie	Sp. Piano	Genesee
Hanley, Winifred M.	A-2 Sr.	Mountain Home
Hanley, Ruby	A-2 Sr.	Omaha, Nebr.
Harrell, Leola	A-9-1	Cambridge
Harrell, Elsie	B-1	Cambridge
Hedges, Blanche L.	A-2 Sr.	Meridian
Heidrick, Alice	B-1	Plummer
Helpman, Ruth Annette	A-9-2	Kendrick
Henkins, Gladys	A-1 Sr.	Lewiston
Hershberger, Emily Mae	A-1 Jr.	Lewiston
Hayse, Goldie	A-9-1	Weiser
Heinzman, Ella	A-9-1	St. Maries
Herbert, Mrs. Harry	Sp. Piano	Lewiston
Hill, Emma	Sp. Piano	Clarkston, Wn.
Hines Elizabeth	A-4-2	Pipestone, Minn.
Holee, Caroline Sybil	A-9-1	Fort Lapwai
Hollingsworth, Bertha G.	A-1 Sr.	Lewiston
Hollingsworth, Lila Myrtle ...	A-1 Jr.	Lewiston
Holman, Wilma Elsie	A-1 Sr.	Boise
Hopkins, June Gertrude	A-9-1	Sandpoint
Howard, Florence Mae	A-9-2	Glenns Ferry
Hubbard, Thelma W.	A-9-1	Johnson, Wn.
Huse, Esther	A-1 Sr.	Weiser

Name	Course	Home Address
Inghram, Opal Viola	A-9-1	R. F. D., Lewiston
Irwin, Leland S.	A-9-10	Juliaetta
Isbell, Hazel Emily	A-2 Sr.	Lewiston
Isbell, Pearl Alodia	A-1 Sr.	Lewiston
Iverson, Ellen	A-9-1	Moscow, R. F. D. 1
Jacobs, Louise Clair	A-1 Jr.	Lewiston
Jones, Rebecca	A-9-2	Gooding
Jones, Marguerite	Sp. Piano	Lewiston
Johnson, Amy (withdrew)	A-1 Jr.	Lewiston Orchards
Johnson, Elizabeth	Sp. Piano	Clarkston, Wn.
Jewell, Ione	A-9-1	Nevada, Mo.
Jordan, Banner Eugene	B-1	Juliaetta
Jordan, Anna Laura	B-1	Juliaetta
Joyce, Mary Florence	A-9-1	Sandpoint
Karow, Rosetta Elizabeth	A-2 Sr.	2234 S. Sawyer Av., Chicago
Keeney, Laura Almeda	A-9-1	Troy
Keeney, Lynne	A-9 Sr.	Troy
Keron, Margaret E.	A-9-1	Malden, Wn.
Kettenbach, Sallie Mary (Mrs. Baskett)	A-1 Jr.	Lewiston
Kellner, Esther M.	A-9-2	Coeur d'Alene
Kidwell, Mary	A-9-1	Garfield, Wn.
King, Robert Earle	A-9-1	Asotin, Wn.
Kroessin, Rose Marie	Sp. Piano	Ontario, Ore.
Lathrop, Anah Beatrice	A-9-1	Emmett, R. F. D. 1
Langdon, Pearl	A-9 Sr.	Lewiston
Leeper, Louise M.	A-3 Jr.	Lewiston
Lehfeldt, Ella Holda	A-9-1	Asotin, Wn.
Lewis, Ethel Magdalene	A-1 Jr.	Salmon
LeQuime, Aida	Sp. Piano	Lewiston
Libert, Mildred E. (graduate in Home Economics)	A-1 Sr.	Lewiston
Lieb, Mercedes	A-9-1	Palouse, Wn., R. F. D. 3
Litch, Eva	A-9-1	Moscow
Lockwood, Charlotte	A-9-2	Meridian
Lynch, Joseph H.	A-10 Sr.	Bonnars Ferry
Loeffler, Elizabeth	Sp-B	Lewiston
Lommasson, Helen	A-9-1	Clarkston, Wash.
Loy, Maude Evelyn	A-9-1	Lewiston
Loeth, Della	A-9-1	Orofino
Lewis, Earl C.	A-9-1	Weippe
Mammen, Bessie	A-1 Jr.	Parma
Mammen, Bonnie	A-9-2	Parma
Mason, Iva M.	A-9-1	Post Falls
Mason, Maude M.	A-2 Jr.	New Plymouth
Martin, Marie Ada	A-9-2	Coeur d'Alene

Name	Course	Home Address
Manring, May M.	A-9-1	Grangeville
Masters, Aaron	A-9-10	Harrison
Mathews, Adda	A-3 Jr. (provisional)	Genesee
McCormack, Kathryn B.	A-1 Sr.	Lewiston
McCullough, Margaret E.	A-1 Sr.	Fraser
McCann, Mabel	Sp. Piano	Lewiston
McDevitt, May H.	A-9-1	Burke
McDonald, Edna	A-9-1	Cottonwood
McGrath, Gladys L.	A-1 Jr.	Lewiston
McGuire, Alta	B-1	Caldwell R. F. D. 2
McHugh, Norrine	A-3 Jr. 327 E. BooneAv., Spokane,Wn.	
McIntire, Stella Irene	A-9-1	Sweetwater
McKeown, Daphne	A-9-2	Payette
McKinnon, Precious Pearl	A-2 Jr.	Lewiston
McSparran, Gertrude Elizabeth.	A-9-1	Meridian
Meredith, Gladys Kathryn	A-9-2	Lewiston
Merritt, Dorothy	A-2 Sr.	Caldwell
Meyer, May E.	A-3 Sr.	Weiser
Michalson, Margery Jeanette ..	A-9-1	Moscow
McPeak, Betty J.	A-1 Jr.	Clarkston, Wn.
Minden, Edna	Sp. Piano	Clarkston, Wn.
Middleton, Ada Ena	A-9-1	Nampa
Miller, Lodiska	A-9-1	New Plymouth
Miner, Eva Lee	A-9-1	Boise
Mitchell, Pearl	B-1	Council
Moore, Grace Emma	A-2 Sr.	Farmington
*Moore, Mabel	A-9-Sr.	St. Anthony
Morlan, Mable Angeline	A-1 Sr.	Lewiston
Morscheck, George W.	A-1 Sr.	Genesee
Moe, Jessie Katherine	A-9-1	Kellogg
Morris, Lucile	Sp. Piano	Lewiston
Morrow, Arta (withdrew)	A-9-1	Lewiston
Morrow, Burwell	B-1	Lewiston
Murphy, Mary Irene	A-9-2	Coeur d'Alene
Musser, Gail Frances	A-2 Jr.	Filer
Musser, Mary Helen	A-9-1	Filer
Mushlitz, Eugene	A-10 Sr.	Troy
Myers, C, Maurice	A-10 Jr.	Corvallis
Nelson, Flora Ellen	A-9-2	Gifford
Nibler, Gladys Florence	A-9-1	Boise, R. F. D. 3
Nolen, Inez	B-1	Culdesac
Noyes, Gertrude	A-9-2	Heppner, Ore.
O'Connor, Irene	A-1 Sr.	Lewiston
Osborne, Alice Ladena	A-9-2	Filer

*—Deceased.

Name	Course	Home Address
Papendick, Elise G.	A-1 Sr.	Rathdrum
Parker, Sylvia Augusta	A-3 Sr.	Grangeville
Peacock, Fannie H.	A-9-1	Payette
Pearce, Florence	A-4-2	Lewiston
Pearson, Anna Catherine	A-9 Sr.	New Plymouth
Pearson, Helen	A-9-2	New Plymouth
Pederson, Florence	A-9-2	Potlatch
Pederson, Ruth Alice	A-9-1	Potlatch
Peeples, Edna G.	Sp.	Kellogg
Peters, Edith Rose	A-9-1	Post Falls
Peters, Jennie	B-1	Joseph
Peterson, Rosalia Pauline	A-9-1	Broten
Peterson, Segne Beatrice	B-1	Clarkston, Wn.
Phipps, Laura Bell	A-9-1	Genesee
Pilgerrim, Marie Rose	A-4-1	Twin Falls
Pierstorff, Nola	Sp. B.	West Lake
Pollard, Gladys	A-9-2	Weiser
Poole, Maude Augusta	A-2 Jr.	Boise
Potter, True	A-9-1	Nampa
Powell, Blanche L.	A-1 Jr.	Kendrick
Portz, Angela	A-9-1	Uniontown, Wn.
Price, Nell Ward	A-1 Sr.	Lewiston
Quilliam, Mona	Sp. Piano	Lewiston
Ramey, Geraldine Lois	A-9-1	Nezperce
Randall, Edris E. W.	A-1 Jr.	Lewiston
Remer, Hazel Geneva	A-1 Sr.	Lewiston
Rice, Frances Adeline	A-4-1	Caldwell
Rice, Frances Sophronia	A-9-1	Gifford
Riddell, Frances	A-9-1	Fruitvale
Riley, Gladys F.	A-1 Sr.	Westlake
Riley, Ruth C.	Sp. B.	Clarkston, Wn.
Roberts, Nell Jeanette	A-9-1	Nezperce
Robertson Berdena	A-9-1	Coeur d'Alene
Robinson, Eleanor Alice	A-1 Sr.	Lewiston
Robinson, Sophia Ann	A-1 Sr.	Brookins
Roe, Roxie May	A-9-1	Nezperce
Rogers, E. Mariah	B-1	Stites
Rognstad, Amy Myrtle	A-9-1	Kendrick
Roup, Mrs. Geo. W.	B-1	Cloverland, Wn.
Roup Geo. W.	A-4-10	Cloverland, Wn.
Roup, J. Lester	A-10 Sr.	Lewiston
Ross, Margaret A.	A-2 Sr.	Mountain Home
Rowe, Myrtle	B-1	Grand View
Royston, Clara Mae	A-9-1	Payette, R. F. D.
Ryan, Jean A.	A-8 Sr.	Chelan, Wn.
Ryan, Mary Louise	A-9-1	Weiser, R. F. D. 1

Name	Course	Home Address
Sanford, Josephine	A-9-1	Post Falls
Sartain, Arville James	A-9-10	Juliaetta
Satoris, Harlene	A-9-1	Payette
Schilling, Mabel B.	A-9-2	Post Falls
Senft, Blanche Mary	A-9-1	Sandpoint
Shamberger, Jane B.	A-9-1	Payette
Shearer, Virginia F.	Sp. (Univ. credit)	Lewiston
Shefler, Gladys	A-9-1	St. Maries
Sheridan, Avice Clara	A-9-1	Boise
Shafer, Henrietta Dorothy ...	A-2 Jr.	Boise
Simpson, Edith E.	A-1 Sr.	Clarkston, Wn.
Sims, Marion Frances	A-3 Sr.	Lewiston
Small, Fern G.	Sp. Library	Lewiston
Smith, Gordon	A-9-1	Caldwell
Smith, Laura Lorene	A-1 Sr.	Clarkston, Wn.
Smith, Theodora	A-9-1 ("6 weeks")	Moscow R. F. D. 2
Snyder, Raymond	Sp. (Univ. credit)	Lewiston
Solberg, Mollie Louise	A-9-1	Sandpoint
Sorenson, Ora M.	A-9-1	Nezperce
Soule, Gertrude Ella	A-2 Jr.	Salmon
Southwick, Goldie	B-1	Lenore
Southwick, Viola	B-1	Lenore
Strode, Willis	B-2	Peck
Soreau, Esther	B-1	Grangeville
Staff, Alfreda Elemena	A-9-1	Troy, R. F. D. 3
Stanford, Kathryn Elaine ...	A-4-1	Nampa
Stevens, Violet	A-4-2	Mountain Home
Stewart, Lillian Norma	A-1 Jr.	Clarkston, Wn.
Stone, Gertrude, Emma	A-9-1	Lewiston
Stone, Minnie Christiana	A-3 Sr.	Rosalia, Wn.
Swedland, Fretha	A-1 Sr.	Potlatch
Swisher, Nema Margory	A-1 Jr.	Lewiston
Tappan, Grace Evelyn	A-9-1	Emmett
Taylor, Hannah Mahola	A-3 Sr.	Preston, R. F. D. 3
Taylor, Nance Loretta	A-9-1	Lewiston
Thomas, Elsie	B-1	Kendrick
Tupker, Hilda Blanche	A-9-1	Genesee
Turner, Mary E.	B-1	Kooskia
Tweedy, Ida M.	Sp. Piano	Clarkston, Wn.
Vogleson, Mae Belle Jose	A-1 Jr.	Lewiston
Volkel, Mervil	A-1 Jr.	Post Falls
Vesser, Jean	A-9-1	Coeur d'Alene
Uhri, Gertrude	A-9-1	Glenwood
Waldahl, Nellis O.	A-9-1	1506 Resseguie, Boise
Wallace, Ruth	A-2 Jr.	Waha
Webster, Florence D.	A-2 Sr.	Clarkston, Wn.

Name	Course	Home Address
Wellman, Helen Gladys	A-8 Sr.	Orofino
Wells, Golda Lois	A-9-1	Payette, R. F. D.
Wells, Marie	B-1	Dietrich
Welsh, Albert E.	Sp. (State certificate)	Lewiston
Wenz, Frances Mae	A-4-1	Rathdrum
Whittaker, Anne Campbell	Sp.	Clarkston, Wn.
Williams, Madge	Sp. Piano	Lewiston
Williamson, Lyman Vassar	A-10 Sr.	Lewiston
Willis, Clarissa	Sp. Piano	Lenore
Wilson, Eleanor Margaret	A-4-1	St. Maries
Wiswell, Mildred	A-9-1	Deary
Wood, Frances E.	A-9-1	Weiser
Woesner, Inez Estelle	A-1 Sr.	Boise
Wyatt, Ella Elma	B-1	Lewiston
Wyatt, Florence Elsie	Sp. Piano	Lewiston
Wyman, Thelma	A-9-1	Culdesac
Wyant, Ruby	A-9-1 ("6 weeks")	Salmon
Wright, Anna E.	Sp. (Univ. credit)	Troy
Young, Helen	A-8 Sr.	Lewiston
Yount, Norma	A-3 Sr.	Clarkston, Wn.
Yount, Frances	Sp. Piano	Clarkston, Wn.
York, Vanda M.	A-9-1 ("6 weeks")	Kamiah

Directory of Students of the Summer Session

Peryl Acker.....Coeur d'Alene
 Corda Acton.....Coeur d'Alene
 Marie Aldridge..Bonners Ferry
 Edyth Allen.....Sandpoint
 Fannie AmeySandpoint
 Freeda Anderson, Culps Landing
 Hildur Anderson, Culps Landing
 Byrd M. Ault..Enterprise, Ore.
 Olga AxelsonLewiston
 Margaret Baillee Coeur d'Alene
 William Roy Baker.....
 New Plymouth
 Edna BallPeck
 Ruth BallPeck
 Mary Becker Aberdeen
 Wayne BeloitGifford
 Madge Belts.... Clarkston, Wn.
 Ella BishopCoeur d'Alene
 Minnie BlakeOrfino
 Cora BlanchardTroy
 Esther Boggs.. Clarkston, Wn.
 Grace BohrerWeiser

Ada BowerAvon
 Lora BrackettLookout
 Evelyn Brennan, Coeur d'Alene
 Mary BrownKellogg
 Myra BrownMoscow
 Roma Broyles.... Malden, Wn.
 Lyda Bruneau Mountain Home
 Bertha Buchanan
 New London, Minn.
 Ethel BundeSanlpoint
 Blanche BurnsLewiston
 Gladys BurnsLewiston
 Lena BurnsLewiston
 Clara Campbell..New Meadows
 Stella Campbell..New Meadows
 Helen CuppsTekoa, Wn.
 Katherine CareyAthol
 Mabel CarlsonLeadore
 Myrtle Carnes, French Lick, Ind.
 Mabel Carscallen, Coeur d'Alene
 Lila Chariton ..Coeur d'Alene
 Beulah CliffordPearl

Marguerite Collins, Butte, Mont.
 Edith ComptonKendrick
 Lelia Connors...Coeur d'Alene
 Ellen CookJuliaetta
 Nina CookEmmett
 Lois CoolidgeIlo
 Ruth CoolidgeIlo
 Clara CramerCottonwood
 Bessie CurranNaples
 Jess W. Curtis Nezperce
 Kathryn CurtissReubens
 Ruby Curts, Walla Walla, Wn.
 Irene Danforth...Priest River
 Dorothy Dayton Coeur d'Alene
 Helen DobnerGrangeville
 Mildred DoleLewiston
 Florence Dowling
 Spokane, Wn.
 Geneva DreskellCataldo
 Mildred Dunning
Bonners Ferry
 Mabel DrydenPeck
 Edna Eckersley ..Winchester
 Beulah EcklesCambridge
 Mark EgbersSt. Joe
 Dorothy Ehlert ...Sweetwater
 Cleo EngleKooskia
 Alice Erskine Grangeville
 Lillian FergusonDeary
 Lottie FosterWebb
 Mabel GarveyKellogg
 Genevieve Gesellchen..Genesee
 Clara Gilbertson, Coeur d'Alene
 Effie GlassEmmett
 Dela GlasscoKuna
 Eva GoodMarysville, Wn.
 Lena GordonSandpoint
 Gertrude Graebner ...Gifford
 Raymond Guerrettaz
 Uniontown, Wn.
 Rose Gute Cloverland, Wn.
 Saul HaasNew York
 Norma HaaserLewiston
 Mamie HagglundLewiston
 Etta HallCoeur d'Alene
 Hilda Halverson..Anatone, Wn.
 Mabel HalvorsonMoscow
 Maud Hanners ..Coeur d'Alene
 Inga HansonAvon
 Myrtle HeberlingNaples
 Ella HeinzmannLewiston
 Fay HensonKamiah

Alice Hoban Spokane, Wn.
 Christian HoffLeland
 Evorn HoldenPeck
 Thelma HubbardPullman
 India HuelsiepDudley
 Leland IrwinJuliaetta
 Carrie IsbellLewiston
 Jennie JacksLewiston
 Esther JohnsonTroy
 Vera Jones ...Bonners Ferry
 Oscar R. JordanLewiston
 Anna Kellner...Coeur d'Alene
 Esther Kellner ..Coeur d'Alene
 Pearl KitchTroy
 Lelia KnightWeiser
 Mary KnowlesPeck
 Grace LarkinOrofino
 Maybelle LarkinOrofino
 Zella LaymasterWeiser
 Ethel LewisSalmon
 Dorothy Lollar ..Spokane, Wn.
 Helen Lommasson
 Clarkston, Wn.
 Georgia Loughney
Bonners Ferry
 Ruth Lozier ...Bonners Ferry
 Nannie LylePeck
 Lucette LytleGrangeville
 Ruth McConaughy ...Gifford
 Isabel McCormick ..Spirit Lake
 Margaret McCullough ..Fraser
 Lucille McDuffie ...Sandpoint
 Mary McEnteeGrangeville
 Marie McFaddenSouthwick
 Jesse McGheeLeland
 Gladys McGrathLewiston
 Vida McKernJuliaetta
 Precious McKinnon ..Lewiston
 Marion McLeodKamiah
 Betty McPeak ..Clarkston, Wn.
 Veva Malone .. Clarkston, Wn.
 May ManringGrangeville
 Honor MerrillLewiston
 Charlotte Miller ..Black Lake
 Ruth MillerGrangeville
 Mildred MisnerMelrose
 Ruby MoeMedimont
 Pauline Mohr ..Coeur d'Alene
 Lauro MonroeOrofino
 Georgia Mooney Coeur d'Alene
 Hazel Moore...Bonners Ferry
 Louizette Moore Bonners Ferry

Mabel Moore (deceased)....
 St. Anthony
 Evangeline NeilOreana
 Virginia NeilOreana
 Genevieve NelsonNezperce
 Mabel Nettleingham..Sandpoint
 Vallie NobleOrofino
 Ray Nolan Garfield, Wn.
 Lorain NorwaySt. Maries
 Elvina Nylander Coeur d'Alene
 Esther Nylander Coeur d'Alene
 Theresa O'Brien..Bonners Ferry
 Alma O'HaraOrofino
 Verl OliverOrofino
 Oliver OstranderLewiston
 Violet PackerHarrison
 Elise Papendick,Rathdrum
 Alice PattonDe Smet
 Arlie PayneCoeur d'Alene
 Florence PearceLewiston
 Anna Pearson ..New Plymouth
 Rupert PeckClearwater
 Florence Pederson ...Potlatch
 Mary PentlandGranite
 Grace Perry..Farmington, Wn.
 Ludy PetersonIdaho Falls
 Arlina Picket Lewiston
 Nellie Pierce Jerome
 Nola PierstorffLewiston
 Maude PooleBoise
 Angela Portz..Uniontown, Wn.
 Lennis PullenStites
 Geneva RandallLewiston
 Lena ReaderHarrison
 Nellie ReedWebb
 Elizabeth RemoSandpoint
 Lois RameyNezperce
 Blanche RappGrangeville
 Adah RatliffNezperce
 Frances S. Rice Gifford
 Hazel RiceCoeur d'Alene
 Lilly RobersonOrofino
 Berdena Robertson
 Onalasa, Wn.
 Mabel Robertson Cascade
 Lucia RodiusCascade
 Ida Rogers Stites
 Lucia Rosenranz Gifford
 Margaret Ross..Mountainhome
 George Roup
 Cloverland, Wn.

Mrs. George Roup
 Cloverland, Wn.
 Frances RuchKellogg
 Luella RuenSandpoint
 Bertha RushingRathdrum
 Nora SalingWeippe
 Lucia Sanderson New Plymouth
 Emma SchmidtPlummer
 Florence SchultzSalmon
 Rose SchultzSt. Maries
 Avice SheridanBoise
 Esther Sibert Garfield, Wn.
 Marion SimsLewiston
 Maude SloanGrangeville
 Laura SmallOrofino
 Mrs. Fred SmithLewiston
 Lillian Stewart..Clarkston, Wn.
 Edna Stoddard Rathdrum
 Inice StoddardRathdrum
 Nina StoddardRathdrum
 Minnie Stone Rosalia, Wn.
 Mabel Storholt,Orofino
 Grace StuckeyGrangeville
 Anna SundstrumTroy
 Eleanor SuppigerCaldwell
 Georgiana Suppiger ..Caldwell
 Lydia SwatmanFerdinand
 Mabel SweeneySt. Maries
 Sarah SweeneyGenesee
 Lee TaylorSandpoint
 C. D. ThaxtonCopeland
 Cora Thompson ...Grangeville
 Marie Tiggelbeck
 Spokane, Wn.
 Alice TobinGenesee
 Violet Van Vleck
 Coeur d'Alene
 Pearl Vaughn Leona
 Mervil VolkelPost Falls
 Verna WalserWorley
 Agnes WarlickPeck
 Florence WeedSt. Maries
 Albert WelshLewiston
 Alice WestPeck
 Daisy White Orofino
 Jennie WhiteEdgemere
 Lena WhitmoreMoscow
 Clarissa Willis Lenore
 Mrs. Anna Wilson ...Moscow
 Metta Wilson....Pullman, Wn.
 Sarah Wilson ..Clarkston, Wn.

Publications of Lewiston State Normal School

BULLETINS.

- Catalog, 1896-1897. (Out of print).
Catalog, 1896-1897. (Out of print.)
Circular of Information, 1903-190. (Out of print.)
Biennial Report, 1902-190. (Out of print.)
Catalog, 1904-1905. (Out of print.)
Vol. 1, No. 1. Catalog, 1905-1906. (Out of print.)
Vol. 1, No. 2. Bulletin, 1905. (Out of print.)
Vol. 1, No. 3. Bulletin, January to March, 1916 (Out of print.)
Vol. 1, No. 4. Manual Training, Nature Study, and Announcements.
August, 1907. (Out of print.)
Vol. 2, No. 1. Biennial Report. 1904-1906.
Vol. 2, No. 2. History in the Grades. March, 1907. (Out of print.)
Vol. 2, No. 3. Catalog. June, 1907.
Vol. 3, No. 1. Legislative Enactments, 1893-1907. November, 1907.
Vol. 3, No. 2. Civics in the Grades March, 1908. (Out of print.)
Vol. 3, No. 3. Supplementary Catalog Number. June, 1908.
Vol. 3, No. 4. Biennial Report, 1906-1908. December, 1908.
Vol. 4, No. 1. Catalog. 1909.
Vol. 4, No. 2. Bulletin. April, 1910. (Out of print.)
Vol. 4, No. 3. Some Library Aids for Teachers. September, 1910.
(Out of print.)
Vol. 4, No. 4. Biennial Report. 1908-1910.
Vol. 5, No. 1. School Libraries. February, 1911. (Out of print.)
Vol. 5, No. 1. General Information April, 1911. (Out of print.)
Vol. 5, No. 3. The Preparation of Teachers for Elementary Schools.
Vol. 5, No. 4. Courses for the Preparation of Teachers in Subjects
Other Than Those Purely Professional in Character. (Out of print.)
Vol. 6, No. 1. School Libraries. (Revised). April, 1912.
Vol. 6, No. 2. Rural School Book List. April, 1912. (Out of print.)
Vol. 6, No. 3. Announcement of Department of Home Economics.
June, 1912.
Vol. 7, No. 3. List of Books for Public Schools. (Out of print.) See
State Board Bulletins, Vol. 3, No. 3.
Vol. 7, No. 3. General Catalog June, 1913 (Out of print)
Vol. 7, No. 4. Announcement of Rural Department. August, 1913.
Vol. 8, No. 1. Seat Work for Rural Schools. November, 1913. (Out
of print) See Vol 11, No. 1.
Vol. 8, No. 2. Social Activities for Rural Schools. February, 1914.
Vol. 8, No. 3. Biennial Report. 1913-1914. (Out of print.)
Vol. 8, No. 4. Oral English. February, 1915.
Vol. 9, No. 1. General Catalog July, 1915. (Out of print.)
Vol. 9, No. 2. May Festival. March, 1916. (Out of print.) See
Vol. 10, No. 2.
Vol. 9, No. 3. Course of Study for the Training School. May, 1916.
Vol. 9, No. 4. General Catalog. August, 1916. (Out of print).
Vol. 10, No. 1. Biennial Report 1915-1916.
Vol. 10, No. 2. May Festival. Revised Reprint of Vol. 9, No. 2.
Vol. 10, No. 3. Announcement of the 1917 Summer Session. May, 1917.
Vol. 10, No. 4. General Catalog. August, 1917.
Vol. 11, No. 1. Occupational Seat Work for Rural Schools. Revised
edition of Vol. 8, No. 1.

Any of the above publications will be sent free upon request, ex-

cepting in cases where the bulletin is to be used as a text, i. e., for class use or in preparing for an examination.

The price of "School Libraries" is 15c. All other bulletins, 10c each.

Idaho Rural Teacher's Monitor—Published monthly thruout the regular session.

BULLETINS ISSUED BY THE STATE BOARD OF EDUCATION.

Vol. 2, No. 1. Handbook for Rural Teachers.

Vol. 2, No. 2. State Educational Institutions.

Vol. 2, No. 4. Outline for the Study of the History of Idaho.

Vol. 3, No. 3. List of Books for Elementary and Rural Schools.

Requests for these bulletins should be addresesed to the State Department of Education, Boise, Idaho.

To be sent to the Recorder at least two weeks before the day for Enrollment

Name Date of Birth

Home Address

Prepared at

Graduated

Admission Record

SUBJECTS

No. of
W/Periods
per WkLength
of Rec

Grade*

HIGH SCHOOL RECORD

Prepared at

Graduated

Admission Record

SUBJECTS

No. of Weeks

Periods
per Wk

Use this space and the reverse necessary, for record of work completed in normal schools, summer schools, colleges and universities.

Total Academic Professional

*Passing Mark? Meaning of
other marks

Signed

Official position

Total Academic Professional

*Passing Mark? Mean
other marks

Signed

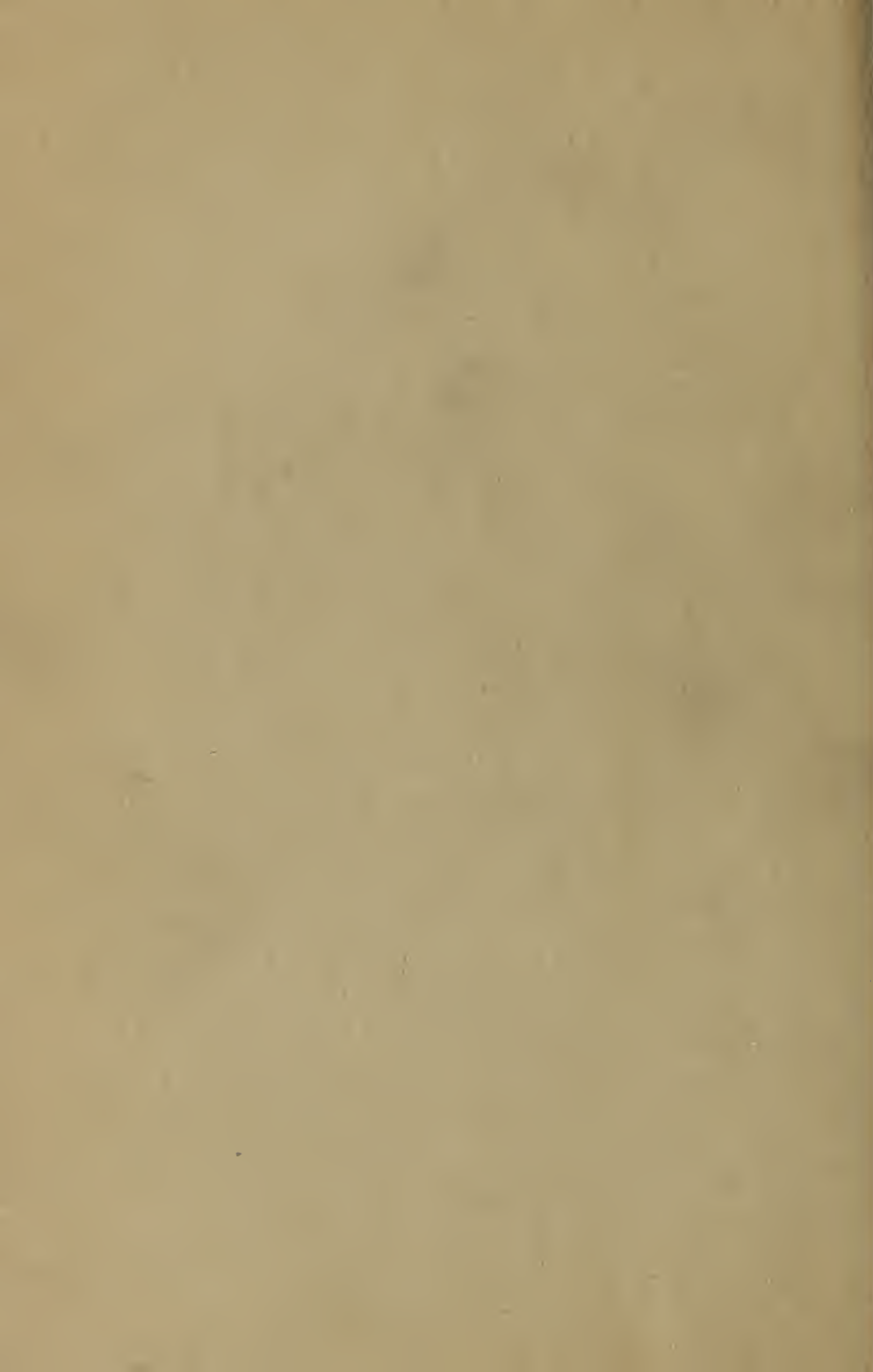
Official position

(To be filled out by the student named above.)

Name of Course chosen (See pp. 34-39).

Date on which you expect to enroll 191





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1917/18

Volume XI

AUGUST, 1918

Number 3

Lewiston State Normal School Bulletin

UNIVERSITY OF ILLINOIS LIBRARY
JAN 26 1921

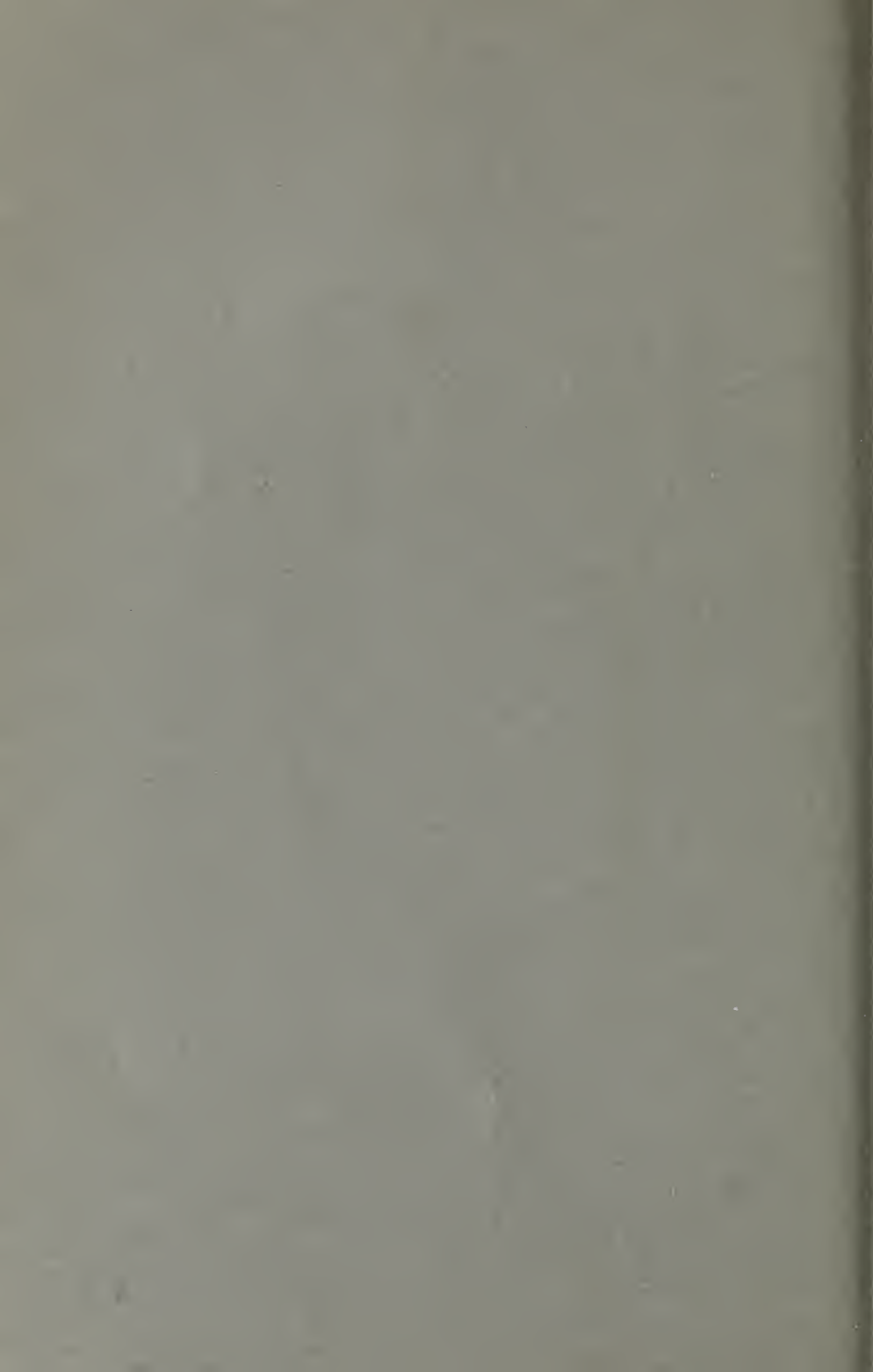
Published Quarterly by the Lewiston State Normal School at
Lewiston, Idaho.

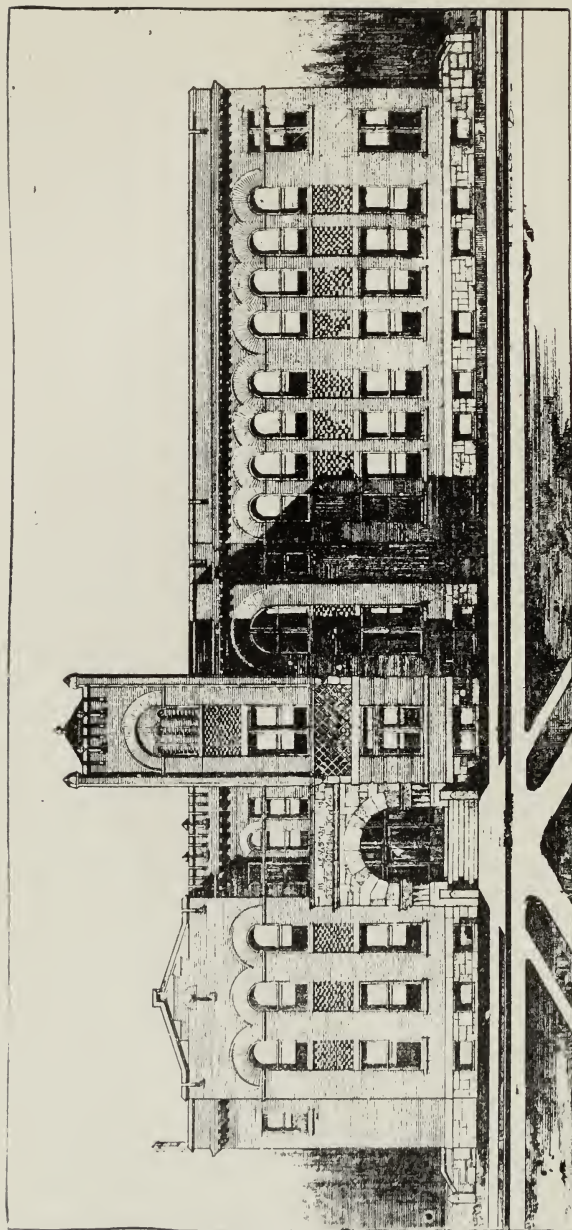
Oct 1917-18

General Catalog

UNIVERSITY OF ILLINOIS
SEP 30 1918
Administrative Lib.

Entered as second-class matter, August 5, 1905, at the Postoffice at
Lewiston, Idaho, under Act of Congress of July 16, 1894.





ADMINISTRATION BUILDING

Lewiston State Normal School Bulletin

Published Quarterly by the Lewiston State Normal School at
Lewiston, Idaho.

General Catalog

Entered as second-class matter, August 5, 1905, at the Postoffice at
Lewiston, Idaho, under Act of Congress of July 16, 1894.

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STATE BOARD OF EDUCATION
and
BOARD OF REGENTS OF THE
UNIVERSITY OF IDAHO

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for the Lewiston State Normal School

Evan Evans, Chairman.
Enoch A. Bryan, Commissioner of Education.
Oliver M. Elliott, President of the Lewiston State Normal School.

State Educational Institutions.

THE UNIVERSITY OF IDAHO, at Moscow, including Colleges of Letters and Sciences, Engineering, (including Mining), Agriculture and Law.

THE STATE NORMAL SCHOOLS, at Lewiston and Albion, for the training of teachers.

THE IDAHO TECHNICAL INSTITUTE, at Pocatello, a school giving vocational, scientific, literary and technical work of a grade covered by the first two years of college courses and such secondary school as the needs of the state demand.

THE INDUSTRIAL TRAINING SCHOOL, at St. Anthony; a home and school for boys and girls who in the judgment of the Juvenile Court need special care and discipline.

DEAF AND BLIND SCHOOL, at Gooding.

Information concerning any of the above institutions may be obtained from the institution or from the State Board of Education at Boise.

Administrative Staff.

Oliver M. Elliott, President.

Francis E. Millay, Dean of the Rural Department and Recorder.

Bernice McCoy, Dean of Women.

Edith M. Peckham, Executive Secretary.

June Faulkner, Financial Secretary and Accountant.

Frances E. Rich, Recording Secretary.

Ora L. Kennedy, Matron of Lewis Hall.

In the absence of the President, Francis E. Millay, Dean of the Rural Department and Recorder, is his official representative.

The heads of the departments are directly responsible to the president for the details of administration within their respective departments.

Mr. Frances E. Millay is in charge of the Extension work offered for teachers-in-service who are desirous of self-improvement in a professional way but who are unable to take work in residence. Correspondence courses are not as yet on a final credit basis. Requests for further information concerning extension work should be addressed to Mr. Frances E. Millay. (See page 21 for details of this work).

All General Inquiries and requests should be addressed to the President or the Executive Secretary.

1918

CALENDAR

1918

JULY							AUGUST							SEPTEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6						1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
28	29	30	31				25	26	27	28	29	30	31	29	30						

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

1919

CALENDAR

1919

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	4						1	2	3	4	5	6	7	8
5	6	7	8	9	10	11	2	3	4	5	6	7	8	9	10	11	12	13	14	15
12	13	14	15	16	17	18	9	10	11	12	13	14	15	16	17	18	19	20	21	22
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	29

APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5				1	2	3	4	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30	31			25	26	27	28	29	30	31	29	30					

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2		1	2	3	4	5	6
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20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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19	20	21	22	23	24	35	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			

School Calendar 1918-1919

First Quarter

Registration Monday, September 16, 1918
Training School Opens Tuesday, September 17, 1918
Class Work Begins Tuesday, September 17, 1918
First Quarter Closes Friday, November 15, 1918

Second Quarter

Second Quarter Begins Monday, November 18, 1918
Thanksgiving Holidays Thursday and Friday, Nov. 28 and 29, 1918
Christmas Holidays Begin Friday, December 20, 1918
Exercises Resumed Monday, January 6, 1919
First Semester Closes Friday, January 31, 1919

Third Quarter

Second Semester Begins Monday, February 3, 1919
Third Quarter Closes Friday, April 4, 1919

Fourth Quarter

Fourth Quarter Begins Monday, April 7, 1919
Spring Vacation The days of the Inland Empire Teacher's Ass'n.
Exercises resumed the following Monday.

Training School Closes Thursday, May 29, 1919
Annual Field Day Saturday, May 31, 1919
Commencement Exercises Sunday, June 1 to Friday, June 6, 1919
Fourth Quarter Closes Friday, June 6, 1919

Summer Quarter, 1919

Summer Quarter Begins Tuesday, June 10, 1919
Summer Quarter Closes Friday, August 8, 1919
"Six-weeks Term" Closes Friday, July 25, 1919
Independence Day Friday, July 4, 1919

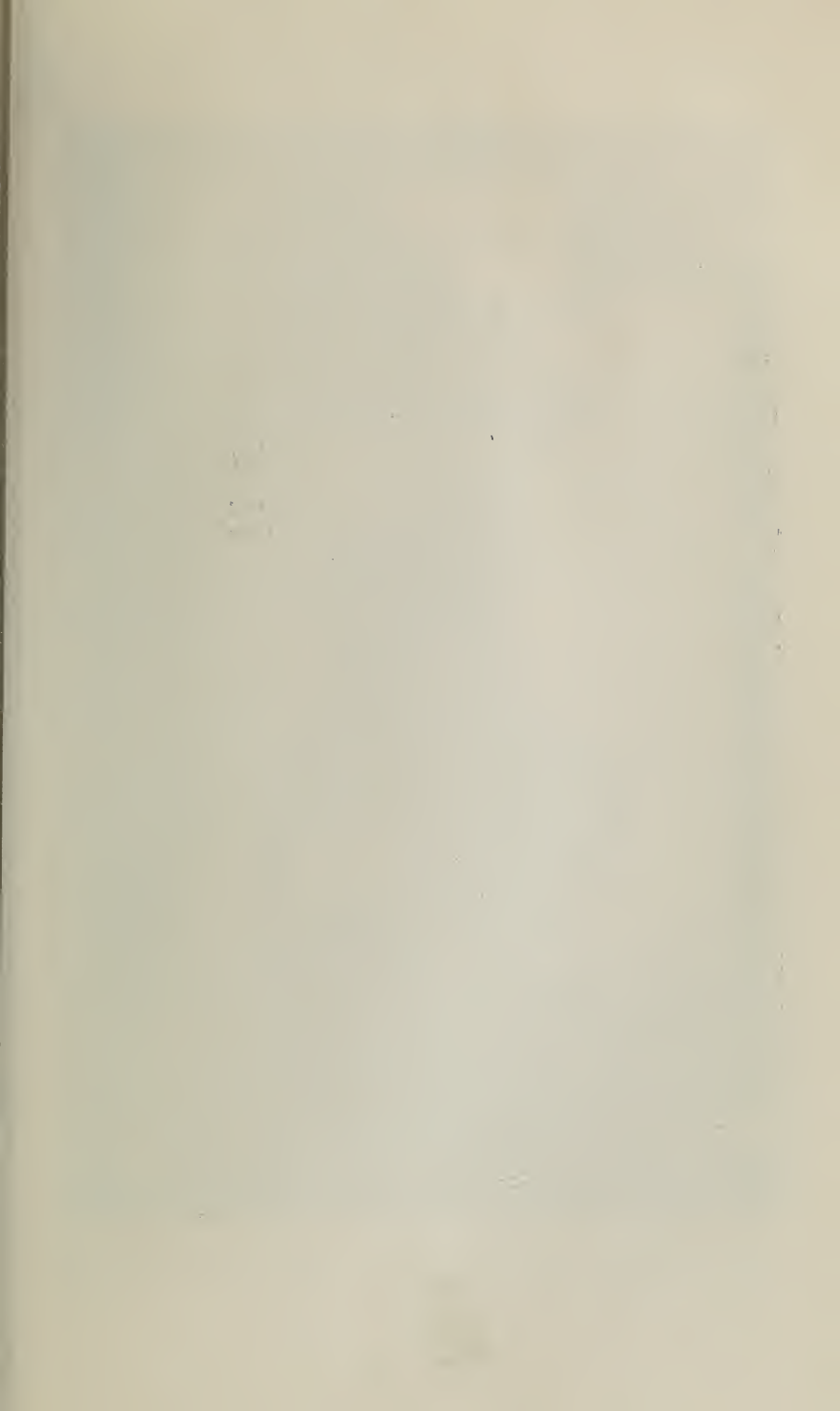
In addition to the Summer Session, one quarter's work will be offered for those desiring Third and Second Grade Normal School Certificates. The work offered for these certificates is approximately the same as that required for Third and Second Grade County Certificates, so that students desiring these latter certificates may take the courses at the same time.

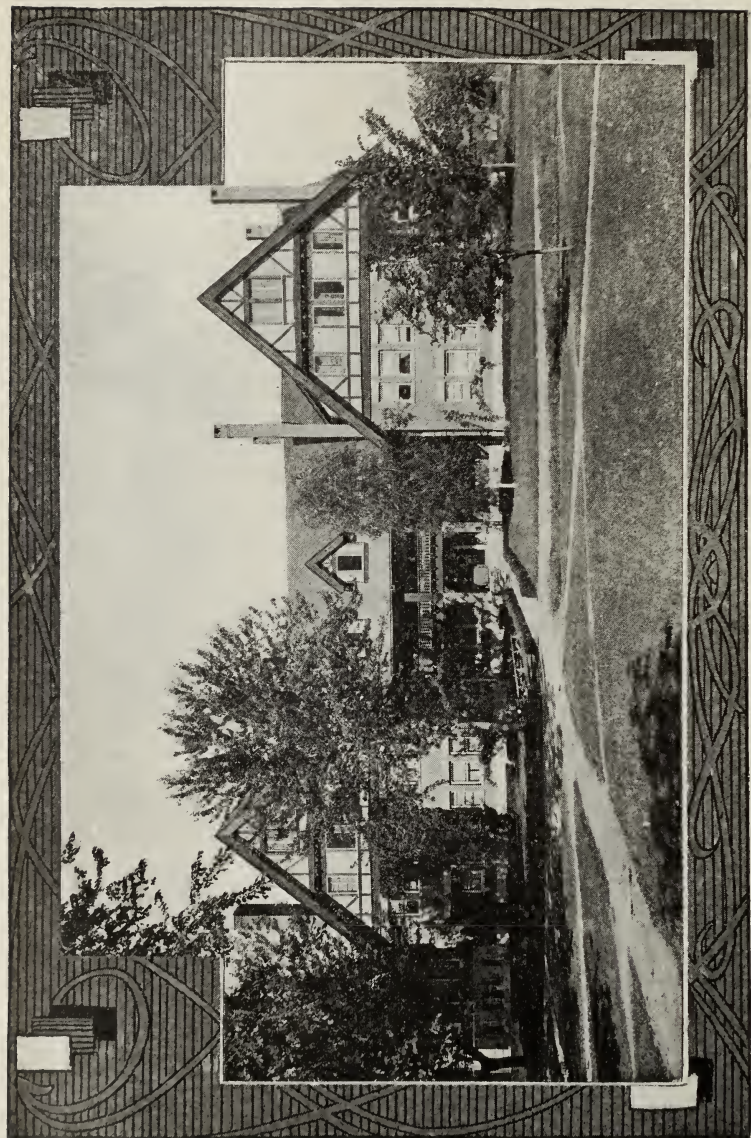
Faculty for 1918-1919

- Oliver M. Elliott, President Education
A. B., Marietta College; A. M. University of Iowa.
- Bernice McCoy Dean of Women
Graduate, Lewiston State Normal School; Graduate Student,
Teachers' College, Columbia University.
- Francis E. Millay Dean of Rural Education and Recorder
Graduate S. N. S., Cheney, Washington; A. B., and M. A.
University of Washington.
- Martha Birkeland
Rural Center Supervisor at Lower Tammany School
B. A. University of Minnesota.
- Louise Shaff Blomquist Assistant in Dep't. of History and Civics
Student, Lewiston State Normal School; A. B., University of
Washington; Graduate Student, University of Washington,
and University of California.
- Carrie E. M. Burks
Supervisor of Primary Department (Grades I-IV)
Graduate S. N. S., Edmond, Oklahoma; Student, University of
California and University of Chicago; B. S., Columbia
University.
- Charles Chessman
Supervising Principal of Training School; Acting Head of
Department of Mathematics and Geography.
A. B. Harvard University; Student, Bridgewater S. N. S.;
Graduate Student, University of California, and Teachers'
College, Columbia University.
- A. Roy Combs Head of Department of Agriculture
Graduate Normal Department, Highland Park College, Des
Moines, Iowa; B. S. A., Iowa State Agricultural College, Ames
Iowa.
- Besse E. Combs Penmanship
Graduate Drake University, Des Moines, Iowa; Student State
University, Iowa City, Iowa; Student State Teachers' College,
Cedar Falls, Iowa; Palmer Method Teacher's Certificate.
- Mary Royce Crawford Librarian
Diploma Library Training School, Riverside, California.
- Ruth Fauble Head of Department of Home Economics
Graduate Western Illinois State Normal; B. S., University of
Idaho; Student, University of Washington.

- Herbert E. Fowler
Dean of Men and Head of Department of English
Graduate S. N. S., Mansfield, Pennsylvania; A. B. Princeton
University.
- Alvida L. Hansen.....Rural Center Supervisor at the Sweetwater
School; Graduate, Lewiston State Normal School.
- Jean G. Henderson.....Rural Center Supervisor at Myrtle
Valley City Normal Schol, Valley City, N. D.; Student at
University of North Dakota.
- Edith Hibbard.....Assistant in Library
Diploma Library Training School, Riverside, California.
- M. Edith Jones..... Piano
Graduate Oberlin Conservatory; B. Music, Oberlin College;
Student in Conservatory of Music, Leipzig.
- Florence Kitchen Special Room Teacher in 5th and 6th Grades
Graduate Iowa State Teachers' College and of Iowa State
Teachers' College Training School.
- Edna M. Lockwood.....Rural Center Supervisor at Gurney School
Graduate, Lewiston State Normal School; Student, Univer-
sity of Idaho.
- Margaret M. McCarthyAssistant in the Department of English
Graduate Emerson College of Oratory; B. A., University of
Wisconsin.
- Grace McCollisterAssistant in Department of Home Economics
(Domestic Science)
Graduate S. N. S., Santa Barbara, California; B. S., Univer-
sity of California.
- Alice McDonald.....Special Room Teacher in 1st and 2nd Grades
Graduate, Lewiston State Normal School.
- Elizabeth McDonald.....Rural Center Supervisor at Hatwai School
Student, Northwestern Academy, Evanston, Illinois; Student,
Agricultural College, Logan, Utah.
- Pearl McEachran.....Assistant in Department of Science
Graduate, Lewiston State Normal School.
- Mary Wilson McGahey..Head of Department of Fine and Applied Arts
A. B., Nebraska University; B. S., Columbia University.
- Virginia Mary Mann.....Fine Arts
Cincinnati Art Academy and Teachers' College of Cincinnati.
- Melissa M. Minger.Rural Center Supervisor at Upper Tammany School
Graduate, Lewiston State Normal School.
- Bernita Ninneman.....Special Room Teacher in 3rd and 4th Grades
Graduate, S. N. S., Mankato, Minnesota; Graduate Student
Lewiston State Normal School.
- Margaret C. Schemel.....Supervisor Junior High School
Graduate, Wayne State Normal School, Nebraska; Graduate,
University of Nebraska.

- Henry L. Talkington.....Head of Department of History and Civics
A. B., and A. M., Drury College, Springfield, Missouri.
- Edith Thompson.....Assistant in Department of Physical Education
Graduate, Lewiston State Normal School; Student, University
of California.
- Myrtle Treadwell.....Head of Department of Public School Music
Northern Illinois Normal School; Columbia School of Music.
- Margaret Griffith TylerHead of Department of Science
A. B., and Teacher's Diploma, University of Michigan; S. M.,
University of Michigan; S. M., University of Chicago.
- Irene Watson.....Head of Department of Physical Education
Graduate, Western Illinois State Normal School; Graduate,
Sargent School for Physical Education.
- Glentworth M. Willson.....Assistant in Department of Education
Ph. B. Alfred University; Graduate Student, Columbia
University.
- B. Evangeline Wiseman.....Director of Rural Education
Graduate, Lewiston State Normal School.
-, Assistant in Department of Home
Economics (Domestic Art.)





LEWIS HALL

LEWISTON STATE NORMAL SCHOOL

GENERAL INFORMATION.

The Lewiston State Normal School was created by an act of the Legislature in 1893, but the first building was not erected until 1896, at which time a campus of ten acres was given to it by the City of Lewiston. Now it consists of four buildings and a campus of twenty-five acres. The growth of the institution has been gradual but steady. Two dormitories, one for women, one for men, were erected in 1899; but the present dormitory for women, Lewis Hall, was built in 1907. The Gymnasium building was also erected in 1907, and the Domestic Science building in 1912. The first addition to the main building was made in 1905 when the east wing was built; the west wing has been under construction during the past winter.

A most disastrous fire occurred in December, 1917, which destroyed the entire east wing of the Administration Building and injured the main part of the structure; the west wing, under construction at the time, was not damaged. This fire entailed the utter loss of the very fine library of the Normal as well as the destruction of valuable files, records and bulletins. But owing to the prompt helpfulness of local institutions temporary quarters were furnished so that the work of the Normal went on without interruption. Generous contributions came in not only from Lewiston people but from all over the State and from the other State institutions, so that a good-sized library of books and magazines was well-organized by February, 1918. A wooden building was put up for the training school; class rooms were arranged for in the Domestic Science building and in the Gymnasium, and the residence used for a boys' dormitory. While the temporary quarters were crowded and limited, the regular Normal School work was continued as usual.

The central portion of the old Administration building has been restored, and the west wing has been completed. The remodeled building will be used for the training school, administrative offices and library.

The buildings and grounds of the Normal are ideally located on Normal Hill, a residence section of Lewiston. And Lewiston, a natural home city and a most fitting location for a state institution, is situated at the confluence of two of the greatest rivers of the Northwest,—the Snake and the Clearwater. It is well served by railroads and will be a terminal for the proposed North-South Highway and also for the

Montana-Idaho Highway, which is under construction. Added to these advantages, those who temporarily make their home in the city enjoy the benefits of a well organized community life and are surrounded by the best facilities for promoting their religious and social, as well as their physical, welfare.

The School is a State institution and desires especially that the citizens of Idaho become familiar with its purposes, its facilities for its special work, and the character of the results being obtained. To this end all citizens of the State are urged to visit this institution whenever they are in this part of the State. Citizens of Lewiston and vicinity are urged to become more directly acquainted with the School by making frequent visits to classrooms, laboratories, and the library, and by continuing their generous patronage of the special lectures and entertainments given under the auspices of the School.

Addresses on educational topics, illustrated lectures and demonstrations in art, music, home economics and agriculture, and special programs are presented in General Assemblies. The School cordially welcomes all who are interested in attending these exercises.

Schedule of Assemblies for the Year 1918-1919.

All Assemblies are held in the Normal School Gymnasium from 9:30 to 10:10 o'clock every morning.

Mondays—in charge of the "Associated Students."

Tuesdays and Thursdays—Chorus Practice in charge of the Supervisor of Public School Music.

Wednesdays—in charge of the President.

Fridays—in charge of Faculty-Student Committee.

School Publications.

The *Lewistonian*, an eight-page publication issued semi-monthly, is published under the auspices of the Associated Students organization, and covers the fortnightly doings of students and faculty.

Elesenes, the Senior annual, is published by the graduating class in May, and contains a record of school activities for the year, together with much personal reference to members of the School. *Elesenes* is attractively illustrated with cuts and photographic reproductions.

Student Organizations.

It is the general policy of the School to foster all such organizations of the Student Body as can be made to serve as media for the special interests and activities of the various groups of students. While all such groups are under the advisory control and direction of the school, it is desired at all times that they shall be conducted almost wholly by the students themselves.

Since the opportunities for training in initiative and leadership are more or less limited it becomes especially desirable that the students shall take advantage of every opportunity afforded by their own organizations.

The Literary Club. This is a student organization composed of those who are interested in promoting literary activities. The mem-



DOMESTIC SCIENCE BUILDING
GYMNASIUM

bership is regulated thru a simple try-out, to which all the members of the School are eligible. These try-outs are held at the beginning of each quarter. The Literary Club meets monthly in private session; at these times interesting and instructive programs, planned and executed by committees from the Club, are rendered. Music, plays, papers, recitations, dialogues, stories,—all are given a share in the work of the organization. Twice during the school year the Literary Club presents an entertainment for the public. During the first part of 1918 these two programs consisted of a most creditable St. Patrick's entertainment and an interesting Patriotic Benefit, play, entitled "Somewhere in France."

Athletics. The athletic activities participated in by the girls include swimming meets, tennis tournaments, paper chases and hikes, basket ball and indoor baseball, beside athletic contests in the gymnasium.

Athletic activities open to young men attending the School include track, tennis, swimming, basket ball and baseball. An especial feature has been made of basket ball contests.

Science. The Science Club was organized for the purpose of fostering especial interest in recent developments in the field of applied science. All students who show especial proficiency in Science are eligible to membership in the Club. It meets weekly to discuss current science, and it has field trips.

Glee Club. The Glee Club has a membership of approximately twenty-seven students. It meets one evening a week for practice. The Club, a voluntary organization, has been generous in contributing musical numbers in assembles and for many special entertainments given by the School. In May they gave a charming Operetta entitled "The Japanese Girl," staged on the Campus in front of Lewis Hall.

The Associated Students of the Lewiston State Normal School. During the spring quarter, 1917, the student body organized as "The Associated Students of Lewiston State Normal School." The constitution of the organization states that the object is "to promote concentrated efforts in student activities that concern the student body as a whole." The officers of the association are president, vice-president, secretary, treasurer and athletic, literary, social, music and science commissioners. These officers, with the assistance of the various student committees, have general control over all student activities. Members of the faculty act in an advisory capacity. During the year one assembly period a week will be in charge of the Associated Students at which time they will give programs or discuss matters of business.

What to do when you reach Lewiston.

For the information and guidance of students who are coming to Lewiston for the first time, and in particular for those who have not made the necessary living arrangements in advance, the following detailed statement is given.

Secure living accommodations thru the office of the Dean of

Women, telephone 1126, or the Dean of Men, telephone 924-J. Plan to arrive in Lewiston in the day time so that living arrangements may be made before night. If late arrival is unavoidable, however, students should telephone to the Dean of Women or the Dean of Men to be directed to accommodations for the night.

Students arriving on day trains should take a taxi-cab (telephone 550, or 560, or 743-Y, if there are no cabs at the station; the charge is 25c for a taxi), and go at once to the office of the Dean in the Administration Building on the Normal School campus. Those who have been assigned rooms in Lewis Hall should go directly to that building from the train. Those who have no assignment of room may check their baggage at the parcel check room connected with the news stand at the west end of the station.

At the office of the Dean of Women students will be assisted in finding satisfactory homes where they may have room and board, or do light housekeeping, or may give household assistance in exchange for room and board. Accommodations in Lewis Hall may also be arranged for with the Dean of Women.

Accommodations for men should be arranged for with the Dean of Men.

Answers to Questions.

The division of subject matter into courses is, in general, based upon the amount of work which can be done in one quarter. Students may enter at the opening of any quarter of the year and commence, or continue, any of the general courses to advantage. However, students are encouraged to enter either at the opening of school, September 16, 1918, or at the opening of the Second Semester, February 3, 1919.

If you are in doubt concerning being able to meet the entrance requirements for normal school work, send a transcript of your previous training to the Recorder stating definitely your plans. Please use the perforated sheet next to the back cover of this bulletin for this purpose, or apply to the School for a similar blank.

Work completed in standardized institutions will be accepted for credit toward certification or graduation from this school in so far as the work submitted is transferable in the course for which the candidate registers, provided, that not less than one-half the credits required for certificates or diplomas shall be earned in residence in the Lewiston State Normal school.

Students entering the Lewiston State Normal School for the first time must present evidence of their previous training on or before the day they register. Those who expect to enter September 16 are urged to send their records in before September 1st.

Holders of Normal School certificates who wish renewals are asked to submit the names and addresses of references (3) and write direct to the office of the President for a statement as to what further requirements, if any, must be satisfied. For the most part, high school

graduates may renew Normal School certificates upon satisfactory evidence of success in teaching.

Piano and Voice Lessons.

Private lessons in Piano are offered by the School at the following rates:

One lesson per week, per quarter, \$9.00.

Two lessons per week, per quarter, \$17.00.

Use of practice piano per quarter (1 hour daily) is \$2.00.

Piano students who are not regularly enrolled in the school for other courses are required to pay the regular registration fee of 50c per quarter. The quarters are each nine weeks in length. All piano and voice students must register for their work promptly at the opening of the quarter; otherwise a full quarter of work cannot be expected. Lessons are made up in cases of illness. Lessons missed for any other reason are made up at the discretion of the instructor. The work in this department follows the same schedule as work in all other departments of the school. Fees are payable strictly in advance.

Private lessons in Voice are offered by private teachers in the city. The rates will vary according to the teacher secured. The School recommends Mrs. Florence Foster Hammond, who has studied with Madam Lucie Valair of Paris and Franz X. Areus of New York City. She gives voice and stage deportment, teaching not only correct breathing and placing but poise as well. She has been notably successful in her work with her pupils.

Credit will be allowed for the Piano work under the direction of the School and for Voice work when completed with the approval of the School. Schedule for piano work must be arranged with Miss Jones; schedule for voice work must have the approval of Mrs. Treadwell.

ACCOMMODATION FOR STUDENTS AND EXPENSES

For the information of all students attending the School the following summary is made setting forth the various types of accommodations available.

1. **Rooms for Women.** Lewis Hall, the dormitory for women, accommodates sixty-six women for both room and board. The Dining-room is open to all students for table board at \$4.50 per week.

2. **Rooms for Men.** The Dean of Men has a list of available rooms in private homes that are recommended by the School, and assists all men to locate themselves comfortably. The dining-room is open to all students for table board at \$4.50 per week. Further information in detail may be found under the statement regarding the Lewis Hall dining-room and under the heading concerning outside accommodations (Page 18).

3. **Outside Accommodations.**

(a) Rooms in affiliated private homes under the supervision of the Dean of Women and the Dean of Men.

(b) Rooms furnished for light housekeeping. Only a limited number are available.

(c) Cottages furnished or unfurnished. Only a limited number are available.

1. LEWIS HALL

Lewis Hall, the dormitory for women, was completed February 1, 1908. The building is most artistic and most complete in its appointments, and provides home accommodations which are almost ideal for students. The architecture is after the early English type, and presents a most home-like appearance. The interior wood finish is of a quarter-sawed fir, stained, and all the rooms are appropriately decorated. The building has accommodations for from sixty-four to sixty-six students, in addition to such accommodations as are set aside for the official household. The commodious living-room, library and dining-room, with their artistic finish and large open fireplaces, form centers for social life of the type which contributes especially to general culture in the student body. The furniture thruout is of solid oak in mission design.

Among the many rooms, all of which are steam-heated, electric-lighted, and provided with hot and cold water, doubtless the most attractive are the sixteen suite consisting of a study and alcove bedroom. Each such suite has an open fireplace in addition to the steam heat. All rooms are equipped with rugs, study tables, chairs, bureaus, and Y. M. C. A. cots with excellent springs, mattresses, and pillows. couch covers, hangings, and swiss curtains for the windows are also provided. Thruout the building every arrangement has been made that is essential to the comfort, happiness and good health of the students. A bath-room is provided for every eight students.



LEWISTONIAN

GLEE CLUB
LITERARY CLUB

ART CLUB

Administration.

The women students who live in Lewis Hall are under the disciplinary supervision of the Dean of Women, who is a member of the faculty of the institution. The social life of all the women of the School is under the direct supervision of the Dean. The Dean has also the executive control of the administration of Lewis Hall. Students not living in Lewis Hall will secure the approval of the Dean so far as residence outside the Hall is concerned. This is necessary to assure proper attention to the private life of each student and to protect every one who enters the School. Under these circumstances, parents may rely upon the School to cooperate with them in caring for the young women entrusted to it.

Home Life.

Care is taken to render the home life not only comfortable and pleasant, but also conducive to the cultivation of those graces of character which mark refined women. Only such restrictions are thrown around students in residence as are considered important for their health, for the best conduct of their work, and for their personal improvement. Importance is attached to the cultivation of that considerate regard for the wishes and feelings of others which leads to courteous deportment and to proper social adjustment. Thruout the year definite instruction in good form is given by the Dean.

A library well supplied with standard essays, works of fiction, and current magazines, contributes in no small degree to the attractiveness of the life of Lewis Hall.

Care of the Health.

The health of the students is carefully safeguarded, both by the Department of Physical Education and by those in charge of the living arrangements and the disciplinary supervision of the students. To this end regular hours for study, recreation and sleep are required.

At Lewis Hall most careful attention is given to the preparation and serving of meals. The School also endeavors to keep in touch with the living conditions of students outside of the Hall and thru advice and suggestions to aid such students in establishing and maintaining wholesome standards of living.

Assignment and Care of Rooms.

In the assignment of rooms, precedence is given to those who have been longest in residence, but after May 20th of each year assignments will be made in order of request.

The occupants of each room are expected to keep it in order. All rooms are frequently inspected by the Matron of Lewis Hall.

Suites are assigned only to two students. **No Assignment of Rooms will be Made Unless Application for Same is Accompanied by a Deposit of \$5.00.** This amount will be retained as a guarantee deposit for the protection of property used by each student and will be credited on the final payment of board, less any deductions for breakage or damage to property.

Should a person after having had a room assigned, for any reason,

wish to have this assignment cancelled, the \$5.00 deposit will be refunded, provided, application for same is received before September 16th. Applications for rooms should be made to the Dean of Women. Remittance should be made by postoffice orders, express money order or by bank draft, made payable to the Lewiston State Normal School. **Student's Outfit.**

Each student in residence in Lewis Hall is expected to provide the following outfit:

1. Six table napkins, approximately 22 by 22 inches.
2. A napkin ring.
3. Three pairs of sheets, approximately $1\frac{1}{2}$ by $2\frac{1}{2}$ yards.
4. Three pillow slips, 20 by 28 inches.
5. The necessary blankets, comforts, towels and dresser covers.

All articles should be plainly and durably marked with the name of the owner.

Students using the laundry are required to provide themselves with clothes pins, iron holders, ironing blankets and sheets. A charge of 50c a quarter—i. e. nine weeks—will be made for the use of the electric current for ironing. Students who expect to do their own laundry should provide electric irons. It is required that electric irons be used only in the laundry.

Lewis Hall Dining-Room.

For the accommodation of students who cannot be assigned to rooms in Lewis Hall, but who are none the less under the direct supervision of the School, table board is afforded in Lewis Hall at the regular charge of \$4.50 per week. Because of the low charge for table board it is impossible to make any deduction or remittance for absence from meals.

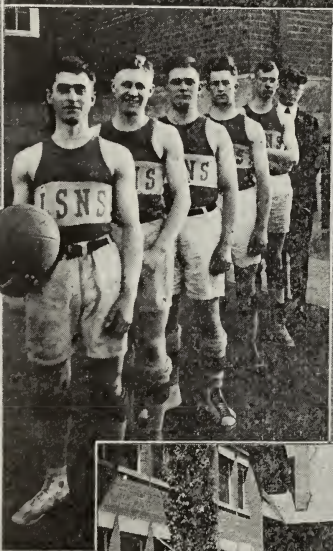
3. OUTSIDE ACCOMMODATIONS.

Rooms in Affiliated Private Homes.

Rooms in private homes in the best residence section of the city surrounding the Normal School are obtainable for students and will be reserved by the School on the same basis as reservations are made in Lewis Hall. The prices range from \$8.00 to \$12.00 a month for rooms large enough to accommodate two people and from \$6.00 to \$10.00 for single rooms. In those cases the necessary bedding is supplied by the one from whom the room is rented. These rooms are under the direct supervision of the Dean of Women and the Dean of Men.

Rooms Furnished for Light Housekeeping.

Altho not especially recommended by the School, yet opportunities are available for those who prefer to undertake light housekeeping. The School does not recommend this method of living as being particularly economical, especially when interference with study and insufficient opportunity for recreation are considered. The regular demands of the school work are so heavy each day that, unless students are especially capable in managing and above the average in their knowledge of Home Economics, it is difficult to live satisfactorily



GYMNASTICS OUT OF DOORS
 BASKET BALL TEAM ST. PATRICK'S DAY COUPLE
 FIELD DAY DANCE

by engaging in light housekeeping. However, for all who desire to do so the school will exert every effort to be of assistance both in securing such accommodations and also in furnishing advice from time to time thruout the year. The head of the Department of Home Economics will render direct guidance in the matter of the daily food supply of all who undertake light housekeeping.

Cottages Furnished or Unfurnished.

Any who desire furnished or unfurnished cottages should communicate directly with the Dean of Women or the Dean of Men for further information.

COST OF BOARD AND ROOM

For the purpose of making an estimate of the cost of living, the cost per quarter in the school dormitories, for room and board, including light, heat and general use of laundry and telephone, may be taken as \$49.50. The financial policy is to charge sufficient to guarantee that the Hall be self-sustaining, and at the same time assure the student good living at cost.

Cost of Laundry.

In so far as it is possible to do so the laundry will be made available for the use of the students living in private homes as well as those living in Lewis Hall.

All bills are due and payable at the office of the Financial Secretary the first of each quarter in advance: September '6 and November 18, 1918; February 3 and April 7, 1919. In cases where bills remain unpaid for five days after the beginning of a quarter, parents will be notified directly concerning the same.

A limited number of guests of students in residence will be entertained at a nominal rate.

Consultation with the Matron of Lewis Hall must be had before the invitation is given.

EXPENSE ESTIMATED FOR A YEAR.

As the expense of attending the Normal School will vary greatly with the individual tastes of students, it is possible to give only a conservative estimate, as follows:

Four quarters room and board at \$49.50	\$198.00
Books and stationery (estimated)	18.00
Library fee, two semesters, at \$1.00	2.00
Student Activity fee	3.00
Gymnasium suit, (estimated)	5.00

Estimated necessary expenses\$226.00

No special laboratory fees are charged in any of the special departments but the School reserves the right to charge a special fee in case any student undertakes a problem involving the use of costly material not in general use for class work.

No tuition fee is charged for students registered in the regular session.

All other fees for the year are due and payable upon registration.

Upon personal application fees will be returned to students who withdraw within ten days after the date of registering.

Students who leave school during or at the close of the first semester will be entitled to a refund of the second semester fees, provided application for same is made in person not later than ten days after the opening of the second semester.

RAILROAD SERVICE.

Lewiston is served by the N. P. Railway and its branches, including the Camas Prairie Railroad and the Clearwater Short Line branch, connecting with northern and central Idaho points, and by the O.-W. R. & N. Company connecting with all points in southern Idaho. For a number of years the School has made a practice of arranging for a special sleeping-car for students from south Idaho points so that students coming from that section of the state may experience no inconvenience at junction points en route to Lewiston.

If a sufficient number of students from south Idaho inform the President that they will avail themselves of the convenience of this special sleeping-car service, arrangements will be made to secure the car. Students interested should communicate with the Office of the President not later than September 1. If secured, this car will be attached to the regular west-bound Portland train, No. 19, passing through south Idaho points on the afternoon and evening of Saturday, September 14th, and arriving in Lewiston at 4:20 on the afternoon of Sunday, September 15th. Students coming from points on branch lines in south Idaho should plan to leave home in time to connect at the nearest junction point with the above through train.

Students from the extreme north location of Idaho will reach Lewiston most directly by way of Spokane. The Palouse branch of the N. P. runs two trains daily to Lewiston. For the accommodation of students the best train is the one leaving Spokane in the morning and arriving in Lewiston in the afternoon.

STUDENT AID.

The School desires to aid students in finding opportunities for self-help.

For young women, the most productive means of self-support is assisting in the care of private homes. The usual compensation for such service is room and board. Other sources of income are, (1) caring for children at night, (2) serving in private homes for social occasions, (3) assisting with plain sewing.

Young men are occasionally given opportunity to assist the janitor in caring for the grounds and buildings. Occasional inquiries come for young men who can care for lawns and gardens, or do other work around private houses.

Altho employment for young men is not regular and can seldom be secured in advance, the school will actively cooperate with students in finding remunerative work. Ordinarily it is inadvisable for a student to enter with less than enough to pay necessary expenses for one quarter or nine weeks. During that interval it is possible to get in touch with sources of employment.

Fruit-picking and packing give opportunity for work outside of school hours, during the fruit season. Help is most needed during the cherry season which comes usually at the time of the Summer Session.

To meet the demand for self-help the Dean of Women and the Dean of Men maintain an employment bureau for the students.

Student Loan Fund.

This fund is used to assist students, who find for financial reasons they are unable to continue their Normal School work. The amount comprising this fund has been received from the following sources: The Y. W. C. A., the Boise Columbian Club, and the Tsceminicum Club; several individuals have also contributed generously.

Students who have been in attendance at the Normal School for two quarters, and who furnish satisfactory references, will upon receipt of proper application to the President be granted loans in any amount not to exceed fifty dollars. Notes in the amount of ten dollars each are given to cover the loan, the first note being payable in October, or at the end of the student's first month of teaching. Payments are made monthly thereafter until the full amount of the loan is paid. No interest is charged.

EXTENSION WORK.

The following lines of work are illustrative of the types of extension service which have been established:

Agriculture.

To the teachers in the rural schools desiring to do some valuable work for the community in the teaching of agriculture, the Lewiston State Normal School will furnish, free of cost, the use of a Babcock Milk Tester for a period of one week. The school receiving the use of the tester, however, must pay transportation by parcels post, both ways. An amount covering the cost of transportation one way, on a weight of fourteen pounds, should accompany the application.

Since the number of testers on hand is quite limited, those desiring the use of one should file their applications early.

To avoid delay after the arrival of the tester, the school should have ready for use one pound of concentrated commercial sulphuric acid. The acid can be had for about ten cents per pound. One pound will be sufficient for testing several cows.

Only teachers having seventh or eighth grade pupils should apply for the use of a tester.

The application should include the following:

1. The address to which the tester is to be sent.
2. Sum covering the cost of transportation by parcels post one way. (Applicant also to pay return charges.)

Idaho Rural Teacher's Monitor.

The Rural Teacher's Monitor is a small paper published by the Rural Department. This paper, which is issued monthly during the regular session, is devoted especially to the problems of teachers working in the rural schools of Idaho. It is expected that teachers who are in their first year of service will find it of greatest assistance.

The "Monitor" is sent to all of our graduates, to all who hold Normal School certificates, and to all the rural teachers of Idaho so far as we are able to secure the addresses of such teachers. Anyone wishing this paper may secure it upon request. If your address changes before the May number is issued, please advise us as to what address we may send the last number.

School Libraries.

No. 1.

Country Life and the Country School, Carney.

Games for the Playground, School and Gymnasium, Bancroft.

Pine-Needle Basket Book.

A Simple Card charging system for School Libraries, Rural Small Public Libraries.

Farm Arithmetic, Jessie Fields.

Suggestions for Organization of Field Day and Play Picnic for Country Child, Scudder.

Boys' and Girls' Home Economics: 1. Primer of Instruction.

2. Potato Growing.

School Laws of Idaho.

Lewiston State Normal School Bulletins—

Oral English.

Social Activities for Rural Schools.

Outline for Study of History of Idaho.

List of Books for Elementary and Rural Schools.

No. 2.

Children's Singing Games, Marie Hofer.

Country Life and Country School, Carney.

Reading in Public Schools, Briggs and Coffman.

Primary Handwork, Dobbs.

One Woman's Work for Farm Women, Jennie Buell.

List of Books for Elementary and Rural Schools.

Suggestions for the Organization of a Field Day and Play Picnic for Country Children, Scudder.

Good Lunches for Rural Schools Without a Kitchen.

Farm and Home Mechanics.

Lewiston State Normal School Bulletin—

Social Activities for Rural Schools.

Seatwork for Rural Schools.
School Libraries.

No. 3.

Farm Arithmetic, Burket.
How to Tell Stories to Children, Bryant.
School Drawing, Daniels.
Corn Lady, Field.
Rural School Leaflets, Cornell.
Course in Sewing.
Farmers' Chautauquas.
Farm Arithmetic, Field.
Language.
Outline Lessons in Housekeeping.
Occupation Seat Work for Rural Schools.
School Libraries.

Other lists are being compiled and will be mailed upon request as fast as they are completed. This work is considered of especial value for small one-room rural schools in which the teacher and the children have little opportunity to come in touch with books of interest and value. The work as here undertaken is being done in only a very small way, but will be enlarged as conditions in the school justify.

Picture Collections.

Several sets of one hundred selected copies of reproductions of paintings dealing with subjects of art, literature and the sciences are available for loan to rural schools. These packets may be kept four weeks. They are to be returned at the expense of the borrower.

Victrolas.

In order that the children of the more remote rural schools may have an opportunity to hear some of the better music and to play some of the organized games that need special music, arrangements have been made to loan a limited number of schools a victrola with an appropriate collection of records. The machines are shipped for the expense of transportation and the assumption of repair costs in case of breakages. Advice in making up collection of records, or in selecting some text books, will be sent upon request.

Lantern Slides on the following subjects are available and frequently it can be arranged so that a member of the faculty can be secured to give the accompanying lecture:

1. Industries.
2. Commercial Cities.
3. Sciences.
4. Peoples and Customs.
5. History and Literature.
6. Fine Art.

Requests for Bulletins and "loan" materials and the direction of home-study for professional advancement coming from teachers-in-

service are attended to promptly thru correspondence, if addressed to the Director of Rural Education. Altho it is never the purpose of the School to divert any question which should go direct to the office of the county superintendent or other educational agencies of the state, it is glad to render personal help, either thru visitation or correspondence, whenever possible, and to this end frequently cooperates with the county superintendents in "following up" the teachers who have received their training in this institution, especially those teachers who are teaching their first school.

Upon request the Normal School endeavors to assist teachers and school officials in securing speakers for community meetings or similar organizations, in making plans for the arrangement, the building and the equipment of new buildings or the making over of old buildings, and in handling any specific problem pertaining to the work of the normal school.

Appointment Committee.

The major part of the student body goes directly into teaching each year. This is quite in accordance with the policy of the school which is that of preparing teachers as quickly and as directly for their work as is consistent with required standards in our State. Trained teachers are in demand, and this School will always welcome inquiries for such teachers. It is the purpose of the administration of the School to be as helpful as possible to public school officials, and with that end in view, it will strive to place its teachers so that they may serve the State with credit to themselves and to the educational interests involved.

For the past ten years we have maintained a special committee on appointments, and the Appointment Secretary serves as a medium of communication between our students and school officials. The purpose of this service is, first, to foster a spirit of interest and cooperation between this School and the public school officials; second, to assist each graduate and every one who has had training in this school, to secure the kind of position for which he is best fitted by education, training and personality. The Committee furnishes confidential information concerning candidates for the consideration of school officials who are about to hire teachers.

This Committee bears a very close relationship to the actual accomplishments of the School and to facilitate this work:

1. It secures information concerning vacancies in schools thruout the State, getting in detail the needed information as to grades in which vacancies exist and the special demand of such positions.
2. It investigates the records of students in all the departments of the school and prepares a report which becomes the basis for making recommendations.
3. It makes definite recommendations of one or more candidates, thus avoiding over-crowding of applications, and at the same time

preventing the consideration of applicants for types of work to which they are not adapted, either by nature or training.

4. It affords teachers better prospects for success, and gives school boards better assurance of receiving competent service.

Records of students are centralized in the Recorder's office and students should apply to the Recorder for letters of recommendation or statements of any kind concerning work completed in the School.

The Appointment Committee in addition to dealing with the matter of appointments, secures each year, from school boards and superintendents employing our teachers, definite reports concerning the success or failure of individuals, and these reports are filed each year and become a part of the permanent information, forming a basis for recommendations. The work of this bureau serves as a continuing bond between the Normal School and its former students, for it follows them up and secures confidential reports of the kind and character of work they are doing in their schools. This systematic effort to keep in touch with former students, maintains, in spite of distances, some semblance of comradeship in educational endeavor. Students who are candidates for certificates or diplomas are advised to register with the Committee. The assistance of the Committee is given free to all students and alumni desiring it.

WAR ACTIVITIES COURSES

In compliance with the request of the Government that all educational institutions render the greatest possible service to our country during the war period, the Normal School is offering a number of courses in war activities. These will be conducted in accordance with the requirements and suggestions of the Government, the Food Administration, the Red Cross, the Council of Defense and the National Security League.

It is hoped that all students will avail themselves of these courses, in order that they may render, in their respective communities, the greatest possible service to our country in this hour of need, by intelligent cooperation with the Red Cross, the Council of Defense, the Food Administration and the other organizations, whose duty and privilege it is to support and strengthen the Government during the war period. The Courses briefly are as follows:

1. Food Conservation Courses.

Food Conservation: This course aims to give general information on dietary conditions in this and other countries, to teach the principles of cookery, and such variations as apply to certain substitutes which all are now required to purchase; economic problems arising from these conditions will also be considered.

The Rural Home Economics work aims to give to the teacher in country communities likewise, a knowledge of substitute foods, their values and preparation in regard to the school lunch problem. An opportunity is thus opened to her to become a valuable asset to her

community thru the introduction of canning and cookery clubs. On the days devoted to sewing, instruction will be given in Red Cross work for the community, Belgian relief and various related activities for Juniors as well as the making of articles utilizing ordinary and inexpensive fabrics for purposes of beauty and utility in home and school-rooms.

2. Dietetics.

A certificate in Dietetics from the Red Cross will be awarded to any student of creditable standing. The problem of feeding in relation to cost and nutrition, the family menu relative to food conservation, and the fuel or calorie value of ordinary foods will be topics considered.

3. Home Nursing.

This will be offered only if there be a sufficient demand for it. It is given under the direction of a trained nurse and a Certificate is given by the Red Cross for the satisfactory completion of the course. This is a most valuable course for every one, whether she is interested in nursing or not; it gives practical training to fit one to meet the emergencies that may come up in caring for any one in the family.

4. First Aid to the Injured.

This will be offered in the Department of Physical Education only if there is sufficient demand for it. It is given under the direction of a qualified physician, and a Certificate in First Aid is given by the Red Cross for a satisfactory fulfillment of requirements.

5. Information Courses—History and Civics.

This course is under the direction of the Department of History, and includes a brief history of the government and people of the warring nations of central Europe; direct and indirect causes of the war; the fighting forces of this country, how they are obtained, organized, trained and provided with food, shelter and munitions of war; the manner in which the citizen aids in the prosecution of the war; the means provided for caring for the soldier and his family; what the nation proposes to gain by the war.

6. Information Courses—Geography.

This course is under the direction of the Department of Geography, and follows the different fields of action to make the geographic condition explain the course of events; reviews the resources of all nations engaged; investigates the food supplies of both sides; and reviews the social condition of each government taking part in the war, relative to their forms of government, numerical strength, and character of the people.

7. Information Courses—English.

(a) Oral English: This course will be largely devoted to war information thru various agencies. Material for class use will be obtained from daily papers and news-magazines, war information pamphlets and "The Forum of Democracy." There will be much free discussion, as well as debates, both prepared and extemporaneous. The

"Four-Minute" plan will be emphasized. This class will be self-managed, the instructor acting in the capacity of critic.

(b) American Literature: This course might have as its subtitle, "The Development of American Ideals Thru Literature." In other words, our national literature will be studied in the light of the growth of democracy in America. Every great national writer has contributed something to this movement.

8. War Courses in Agriculture.

During this war, maximum food production is necessary, and the encouragement of all forms of increased activities in agriculture along the lines of soil fertility, field crops, live stock production, fruit growing and gardening is therefore of the highest patriotism.

The courses in general agriculture and club work will be viewed from these angles, keeping in mind and emphasizing the importance of increased production.

9. Community Singing.

Hearing good music means a lightening of all the burdens of life. It means the acquiring of strength, of fortitude, of good cheer. It is also one of the great factors in making us a united people. When people learn to sing together, they learn to act as a community. This course will take up the inspiration of community singing; the ethical and educational influence of music; the organization of community sings, and the effort to make those national and world wide; programs outlined and material suggested.

Admission Requirements.

The present policy of the State Board of Education is to place entrance to all Normal School courses on a basis of high school graduation.

To fulfill the entrance requirements of the junior year, graduates of four-year high schools must have made during their high school course a minimum of thirty credits. These credits should include at least six (6) credits in English, three (3) of science, two (2) of Mathematics, and three (3) of History. The remaining sixteen (16) credits may be elected in any of the branches named above, or in language, music, drawing, manual training, domestic science, physical education, or commerce.

By a credit is meant satisfactory work in a course for one semester (seventeen to twenty weeks) the class meeting five forty-five minute periods per week. If the subject be science or manual work, this should be doubled to allow for laboratory or shop work.

Twenty-three high school credits or approximately three years work is the minimum preparation required for registering for normal school work, but it is recommended that all applicants for admission

complete the required high school credits before applying for entrance at the Normal School.

Rating of Holders of Certificates Who Become Candidates for Normal School Certificates

While it is the policy of the State Normal Schools of Idaho to place all courses on a basis of graduation from an accredited high school, exceptions are made to meet special cases and to do justice to the claims of teachers of some experience. These are:

1. All teachers who hold valid Third or Second Grade certificates are admitted as candidates for normal school certificates on the basis of their preparation to do Normal school work.

2. All teachers who hold valid First Grade County certificates and who give satisfactory evidence of successful experience in teaching may be admitted as candidates for First Grade Normal School certificates.

3. All teachers who hold valid State certificates and who give satisfactory evidence of **successful teaching experience** for three years are admitted to classification as juniors with such advanced credit on their junior year's work as their previous preparation justifies.

4. All teachers who hold valid State Life certificates and who give satisfactory evidence of successful experience in teaching for five years are admitted with provisional classification as seniors.

5. Candidates of mature years are admitted as candidates for certificates but the School reserves the right to pass upon the time required to prepare for such certificates.

Rating of Holders of Certificates Who Become Candidates for the Diploma.

High school graduates who hold valid First Grade Certificates issued previous to June 1, 1914, shall receive such credit toward graduation from diploma courses as their previous work in the normal school justifies.

High school graduates who hold valid First Grade certificates issued after June 1, 1914, shall be given senior classification in general diploma courses when they have satisfied the high school requirements as stated above.

The following plans are suggested as feasible for high school graduates desiring to complete a two-year normal school course; diploma, where ever used, means a life certificate.

1. A high school graduate may earn the Normal School diploma by taking the complete course and doing the work in two years.

2. A high school graduate may complete the course in two periods of attendance:—First, by doing one year's work at the Normal for which a First Grade Normal Certificate will be granted; second, by returning after teaching 3 years, for the second year's work, at the end of which a diploma will be granted.

3. A high school graduate may complete the course required for a Normal School diploma by entering at the beginning of the

Summer School session, remaining thru the following school year and the following Summer session, thus making the equivalent of one and one-half years' work, for which a First Grade Normal School Certificate will be granted. One then could teach thru the two following school years, returning each of the summers for the Summer quarter, and by so doing, earn the life diploma. This method enables one to obtain the diploma by losing only one year from actual teaching.

4. A high school graduate may complete the course for a Normal School diploma by attending a Summer session, for which a Third Grade Normal School Certificate will be received, by teaching the following year and attending the second Summer session, for which a Second Grade Normal School Certificate will be received; by teaching the following year a short term of seven months and returning to the Normal for practice work in a rural training center and completing the work required for a First Grade Normal School Certificate at the third Summer school. By attending the next three Summer schools and by doing an extra quarter's work during the first or fourth quarter, the full course required for a diploma may be completed with a loss of not more than four months from actual service in the schools of Idaho.

These last two ways enable one to do continuous work toward the final goal of certification, the earning of a Normal School diploma or life certificate, with the minimum loss of time from actual service in teaching.

Honorable Dismissal.

A student desiring to enter from another school before completing the work offered in that school should present a certificate of honorable dismissal from that school.

Former Rating Recognized.

Students from standardized institutions in other states who wish to enter this School, will receive the same rating they have in a normal school in the state from which they come. The suggestions which follow will be found of definite assistance to those who contemplate entering this School.

Recognition of College Credits.

College or university graduates or under-graduates will upon formal application be granted such advanced standing in this School as their credentials warrant. For the most part, all who have completed ten credits or more of their under-graduate course, can complete course A-4 in one year by taking ten assigned credits in education. See pages 45 to 47.

Application Blank for Advanced Standing.

1. If you wish a statement of your rating in this School and an estimate of the time it will require to complete a given course on the basis of the work you have completed elsewhere, please submit a record of your work beyond the elementary school on the blank inserted next to the back cover of this bulletin. It is best to have this

blank filled out and returned to us by the principal or registrar of the school or schools attended.

2. When this blank is returned write to us and give us the following information: (1) Are you interested in securing our diploma by your attendance now? If so, what department do you expect to enter? (2) Is your immediate purpose in coming here to secure a certificate? If so, what grade of certificate do you expect to work for? (3) If you have had experience in teaching, submit a statement of it. (4) Enclose some evidence of your success in teaching. (5) What certificate, now in force, do you hold in Idaho? In any other state? (6) send credentials from the institution in which your training was received.

3. As soon as you decide to enter here, write directly to the office of the President and ask for such information and assistance as you may need in making preliminary arrangements for your room and board while in Lewiston. See pages 16 to 21.

Basis of Estimating Credits in This School.

One credit equals work completed in a class meeting for 45 to 60 minutes, four or five time a week for a semester, (or the equivalent): The laboratory period is a double period. Ten (10) credits is considered a full year's work.

Meaning of grades:

- S+ Above average.
- S Satisfactory.
- S- Below average.
- C Conditioned.
- I Incomplete.
- U Failure.
- X Dropped by permission.

Students wishing a transcript of the record of the work they completed in this School, for the purpose of entering another school or for any other reasonable purpose, will find it to their advantage to accompany their request with the address of the school they expect to enter and have the record sent directly from this office to the office of such school. All schools prefer, and most institutions require, that this method of obtaining information concerning credit be followed.

No charge is made for copies of student's records that are sent directly from this school to other institutions, but only one copy will be sent to the student, without charge. For additional copy sent to the student, a charge of \$1.00 is made. This fee is to cover the cost of clerical work and should accompany the request of the student.

Summary of Admission Requirements. Courses Offered, and Certification in The Lewiston State Normal School.

High School Preparation: Normal School Course: Certificate Granted

4 years or its equivalent	1 year	First Grade Normal School good for 3 years and not renewable.
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4 years or its equivalent	2 quarters	Second Grade Normal School, good for 1 year and not renewable.
4 years or its equivalent	1 quarter	Third Grade Normal School good for 1 year and not renewable.
4 years or its equivalent	2 years	Diploma or Life Certificate
4 years or its equivalent	3 years	Diploma in two departments (selected)
4 years or its equivalent	2½ to 3 years	Specialist's diploma and certificate to teach general subjects.

Diplomas and Certificates.

The Idaho State Normal Schools issue upon graduation, after the completion of a two-year course beyond high school graduation, a diploma which is a **Life Certificate** in the State of Idaho.

In addition to the Life Certificate the Normal Schools grant:

A First Grade Certificate: A graduate of an accredited high school may obtain a First Grade Certificate by satisfactorily completing a one-year professional course for teachers; or, a high school graduate holding a Second Grade Normal School Certificate may obtain a First Grade Certificate by obtaining satisfactory standings on eighteen week's additional work in either of the State Normal Schools. This certificate is written for three years and is not renewable.

In most cases candidates for First Grade Certificates are granted Probationary certificates instead of full-time certificates. These Probationary certificates are exchangeable at the end of the first year of teaching for a full-time certificate with the dating of the original certificate, provided, evidence of satisfactory success in teaching be presented to the School issuing the certificate.

A Second Grade Certificate: The holder of a Third Grade Certificate who has taught successfully for at least 18 weeks, may obtain a Second Grade Certificate after having obtained satisfactory standings in nine weeks' work in either of the State Normal Schools. This certificate is good for one year and is not renewable.

A Third Grade Certificate: A graduate of an accredited high school may obtain a Third Grade Normal School Certificate by passing satisfactorily the examinations required for third grade certificates, and by obtaining satisfactory standings in nine weeks' work in either of the State Normal Schools. This certificate is good for one year and is not renewable.

Notes:

1. "High School graduates" as used above means those who have completed a four-year course in an accredited high school or the equivalent. Thirty high school credits are required for admission.

2. At least one-half of the work required to complete any of the above courses shall be completed in the institution granting the certificate or diploma.

3. Practice teaching under the supervision of the institution issuing the certificate or diploma shall be a requirement in all the above courses, except 2nd and 3rd Grade Normal School Certificates.

The diploma issued upon the completion of one of the two-year courses is a special stamp of approval placed upon teachers as specialists in a particular field; for example, general grade teachers (primary, intermediate or upper, junior high school) rural, home economics, public school music, principals. In the one-year courses the Normal schools endeavor to give the students such general training as will qualify them to teach and will at the same time fulfill the requirements of the junior year of the two-year course which they look forward to completing as soon as possible. This general training is specifically directed toward general grade teaching and teaching rural schools.

In case of those whose previous training is less than high school graduation the one-year professional course is essentially the same as above. However, holders of Second Grade Normal School certificates and holders of First Grade Normal School certificates, who are not high school graduates, shall satisfy high school graduation requirement before they enter upon their senior year's work in the professional school.

"Made-Up" Work: In view of the fact that the Lewiston State Normal School has eliminated all senior high school work, not more than three semesters credits, or one and one-half units, of senior high school work can be secured in the Lewiston State Normal School, and it is not advisable to depend upon completing entrance requirements in this institution. A student entering the Normal School is expected to have completed four years of high school work.

Candidates Registered for Normal School Certificates May Complete Course.

Certificate courses may be completed under the provisions obtaining when the candidates registered for such courses, provided candidates for First, Second or Third Grade Normal School Certificates as granted previous to September, 1916, shall change the method of securing certificates in accordance with the present rules of certification, provided that such concessions may be made to experienced teachers as will enable them to continue teaching.

No charge is made for the issuance of these certificates but in any case, when thru loss or accident, a duplicate certificate is requested to be issued a fee of \$1.00 will be charged. In the case of the issuance of a duplicate of a diploma the fee of \$1.00 will be charged.

Application for a Normal School Certificate by students registered



SCHOOL GARDENS
JUNIOR HIGH SCHOOL WORK FOR BELGIAN RELIEF

in the School the first semester, must be filed with the Recorder before the opening of the second semester. Those students who enter at the opening of the second semester, or later, must file their application for a certificate with the Recorder by the end of the first month following their registration.

This school follows the policy adopted by the state: First. In matters regulating those who are eligible to hold a certificate as set forth in the following statement taken from the laws of Idaho.

* * * "After May 1, 1917, no person shall be granted a certificate who has not completed four (4) years of high school work or its equivalent; Provided: That this requirement shall not apply to anyone who has taught at least eight (8) school months before May 1, 1914, and Provided further: that the State Board of Education may make such temporary modifications of the requirements of this section as may be necessary to supply the schools with teachers."

Second. In the number of certificates of the same grade that will be issued to any one person.

Since this School has eliminated high school work there has been a very decided increase in the number of certificates and diplomas granted. The following table shows the change during the period June, 1908, to the present time:

	Certificates	Diplomas	Total
1908	26	9	35
1909	32	17	49
1910	39	25	64
1911	45	38	83
1912	112	43	155
1913	117	45	162
1914	174	58	232
1915	234	66	350
1916	354	51	405
1917 (record incomplete because of the fire)	242	74	316
1918 July 1.	181	45	226

THE TRAINING SCHOOLS.

THE GRADED TRAINING SCHOOL AT LEWISTON

(Mr. Chessman, Principal.)

Function.

The function of the training school is to typify the proper procedure and equipment of a good elementary school, and to serve as a laboratory for the demonstration of principles and methods of teaching. The training school also offers to teachers-in-training, of advanced standing, the opportunity for actual teaching under expert supervision and under conditions that approximate the conditions which they will meet in their later work as teachers.

That the time spent in observation by the teachers-in-training may be of the greatest value to them, it follows that the teaching done in the training school must be of the highest possible order. To this end only the most competent supervisors and instructors of experience are employed, and only students of advanced standing are allowed to teach, and then only under the direction, observation and criticism of the supervisors.

Organization.

That the condition under which this teaching is done may approximate as nearly as possible the actual conditions of public school teaching the endeavor has been made to effect an organization such as one would find in a town school of the best standing. This organization is based primarily on the six and six plan, comprising the Primary grades (grades 1-4), the Elementary grades (grades 5-6) and the Junior High School (grades 7-9). The work is departmental only in such special subjects as music, physical education, household and manual arts, and agriculture. All children, including the 7th, 8th and 9th grades, are grouped under room-supervisors whose foremost consideration is the welfare of the children under their charge.

A bulletin on the Course of Study in the training school is in preparation and when printed will be sent upon request. Address the Office of the President.

The Mothers' Club.

This meets the third Tuesday in each month of the regular session. This club was organized primarily for the purpose of securing the closest cooperation between the home and the school, to establish right relations between parent and teacher, changing criticism to cooperation; and secondarily to give the student teachers an opportunity to learn how to conduct such meetings. Any mother or teacher of the children in the training school is eligible to membership. At these meetings topics are discussed concerning the management of the school and its curriculum; and particular problems pertaining to the work of each grade. Any suggestions from parents and teachers which promise greater efficiency in the school and a more complete cooperation between the school and the community, will be kindly received and duly considered.

Rural Training Centers.

Purpose.

The first purpose in the operation of the rural training schools is to provide typical rural schools in representative rural communities that will afford the best possible educational conditions to the children and patrons of these communities.

The second purpose is to offer to those students who will teach in the rural schools, the opportunity to work out, under skilled supervision, the better principles and more fruitful methods of class room practice, and to gain a conception of the organization of the machinery of a school to meet the special needs of each community.

Organization.

The rural training schools are made as nearly typical as possible. They are in no sense "Model Schools." In each instance the Normal School makes an arrangement with a rural school district board for the use of the school plant as a normal training center.

During the past year six such centers have been maintained, varying in distance from five to eighteen miles from Lewiston. The same number are planned for the coming year.

Six students are sent to each of these centers each quarter of nine weeks. These students live in the community and devote their entire time to a study of the school and community problems. The students are encouraged to develop leadership of community activities; they observe the work of the school, they make a study of special rural school methods and gradually take over the work of instruction and management. Each school is in charge of a member of the Normal School faculty who is a skilled supervisor with special training and experience in rural school work. This supervisor also acts as dean of women to the students in her charge.

Field Work.

It is steadily becoming more apparent that the responsibility of the Normal School to the schools of the State does not end when the students are sent out with certificates to teach. It is the desire of the school to give every possible assistance to its students in adjusting methods and practice to immediate conditions. During the coming year it is planned to keep an experienced supervisor in the field who will visit the students during the first year in their own schools. This field worker will cooperate with County Superintendents in helping the new teacher get hold of her community and school problems in a specific way and in working out fruitful ways of attacking these problems.

COURSES OF INSTRUCTION

COURSES IN OUTLINE

In order to meet the present demands in Idaho this school offers several types of courses for the training of teachers for rural, village and city schools in all grades up to the senior high school. In content these courses consist of (1) courses for the instruction of students in subjects they may later be expected to teach; and (2) professional courses, dealing with theory and practice of teaching and leading to special certificates and life diplomas.

The courses offered are as follows:

1. For training teachers for general grade work from the primary to the senior high school (A-1, A-2, A-4).
2. For the training of teachers for the rural schools (A-1, A-8)
3. For training principals for town and village schools (A-10).
4. For the training of teachers of special subjects (A-3, A-5, A-6, A-7).
5. Certificate courses.
6. Extension courses for teachers-in-service.

1. GENERAL COURSES.

The admission requirements to all two-year courses leading to graduation is the completion of four years of high school work or its equivalent, that is, thirty credits above graduation from the eighth grade.

Students presenting certificates from standard High Schools will not be required to pass entrance examinations other than to satisfy the School of their ability to use written and oral English and to write legibly.

The General Course for the Training of Grade Teachers forms the basis of the courses known as:

Primary Teachers' Course, (2 years) designated as Course A-2.

Rural Teachers' Course (2 years), Designated as Course A-9.

Course for Students who enter with Advanced Standing,

Designated as Course A-4.

Electives in the special departments of manual training (A-5) and applied arts (A-6), fine arts (A-6), public school music (A-7), or physical education (A-8), may be combined with the General Course (A-1). Students interested are referred to page 39 of this catalog.

**SUGGESTIVE OUTLINE of the GENERAL COURSE (A-1)
for the Training of Grade Teachers.**

JUNIOR YEAR.

First Quarter

Psychology and Observation
General Agriculture
A "Subject Matter" Course
General Biological Principles
Physical Education, 2 days
Penmanship, 3 days.

Second Quarter

Psychology and Observation
General Agriculture
General Biological Principles
A "Subject Matter" Course
One Assigned Elective.

Third Quarter.

Social Aspects of Education
A "Subject Matter" Course
Rural Sociology
Two Assigned Electives.

Fourth Quarter.

Social Aspects of Education
A "Subject Matter" Course
Apprentice Work (Assisting)
Sociology
One Assigned Elective.

SENIOR YEAR.

First Quarter

Practice Teaching, $\frac{1}{2}$ hour
History of Education
Plays and Games
Two Assigned Electives.

Second Quarter

Practice Teaching, $\frac{3}{4}$ hour
History of Education
Three Assigned Electives.

Third Quarter

Practice Teaching, 1 hour
Principles of Education
Child Growth and Education
Two Assigned Electives.

Fourth Quarter

Practice Teaching, $1\frac{1}{2}$ hours
Principles of Education
The Function of Special Subjects
Two Assigned Electives.

SUGGESTIVE ELECTIVES FOR JUNIOR HIGH SCHOOL COURSE.

Junior High School Methods.

Courses in English, History, Mathematics, Science, etc., for

J. H. S. Teachers.

Vocational Guidance.

General Sewing.

General Cookery.

**SUGGESTIVE ELECTIVES FOR ELEMENTARY
GRADE TEACHERS**

Music, Applied Arts, English Courses.

Subject Matter Courses for Elementary Grades.

It is recommended that students specializing in any department take some work in other departments, e. g., Junior High School Specialists should do some work in primary and intermediate grade work; Primary Specialists in intermediate or upper grades; Intermediate Specialists in lower or upper grades.

SUGGESTIVE OUTLINE OF THE PRIMARY COURSE (A-2)

Junior Year.

First Quarter.

Primary Methods (*)
Psychology and Observation (*)
General Art
History Stories
Penmanship or Elective.

Second Quarter.

Primary Methods
Psychology and Observation(**)
General Methods
Written English
Literature for Primary Grades
(*)

Third Quarter.

Observation in Primary Grades
General Biological Principles(*)
Sight Singing or Elective
Geography for Primary Grades
Fruit Growing.

Fourth Quarter.

Teaching and Criticism in Primary Grades.
General Biological Principles
Vegetable Gardening
Arithmetic for Elementary Grades.
Primary Songs.

Senior Year.

First Quarter.

Teaching and Criticism in Primary Grades (***)
Industrial Art for the Primary Grades
History of Idaho
Elementary Sewing
Elective.

Second Quarter.

Practice Teaching and Criticism in Primary Grades
Social Aspects of Education.
Elementary Science
Oral English or Elective
Home Economics—Elective.

Third Quarter.

Teaching and Criticism in Primary Grades
Principles of Education (*)
Elementary Sewing
Child Growth and Education
Plays and Games
Home Economics—Cookery.

Fourth Quarter.

Teaching and Criticism in Primary Grades
Principles of Education
Physical Education
Electives.

(*) Semester subjects.

(**) Supervised observation.

(***) Four quarters of teaching in the primary department required.

2. SUGGESTIVE OUTLINE FOR THE TWO-YEAR RURAL TEACHERS' COURSE

for graduates of four-year high schools.

Junior Year.

First Quarter.

Psychology and Observation
General Biological Principles
General Agriculture
A Subject Matter Course, e. g.,
a teacher's course in English,
history, geography, arithmetic,
etc.
Music for Rural Teachers
Physical Education (3 days).

Third Quarter.

Social Aspects of Education
Subject Matter Course
Woodwork
Three Assigned Electives.

Second Quarter.

Psychology and Observation
General Biological Principles
Agriculture
Subject Matter Course
Drawing and Art for Rural
Schools
Physical Education (3 days).

Fourth Quarter.

Social Aspects of Education
Rural Methods
Handwork for Rural Teachers
One Assigned Elective
Penmanship
Health and Education (2 days).

Senior Year.

First Quarter.

Special Methods. Observation,
Teaching and Criticism in
Rural Training Center.

Third Quarter.

Principles of Education
History of Education
Three Assigned Electives.

Second Quarter.

Rural Social Course, e. g., Rural
Economics
Rural Primary Methods
Rural School Management and
Organization
Library Course for Rural Teach-
ers
One Assigned Elective.

Fourth Quarter.

Principles of Education
Rural Sociology
Three Assigned Electives.

3. TOWN AND VILLAGE PRINCIPALS' COURSE.

This course is for the most part an adaptation of the work of the General Course to meet the special needs of the type of teacher named. Two-year courses for principals are essentially the same as that outlined for the training of teachers for grade schools excepting in the matter of electives. Students in their election of work are advised to select such courses as their individual needs require to make them effective and efficient teachers in the administrative field. This course entitles the graduate to receive a special certificate called Principal's Diploma.

4. COURSES FOR SPECIAL SUBJECTS.

A high school graduate who wishes to specialize in any subject may enter upon the work of the special department after completing a two-year course which combines general grade teaching and some special training in the chosen field. Such selection of work may be made as will enable all who complete the above two-year courses to be recommended for graduation from the General Course. Those who wish to specialize fully may by completing a third year's work, in which the emphasis is in the special field, receive a specialist's diploma in addition to their general diploma. The Specialists' Courses offered are Home Economics, Manual Training and Applied Arts, Fine Arts, Public School Music, and Physical Education.

Home Economics. Home Economics may be combined to advantage with science, art, vocational work, or with one of the regular subjects in the junior high school. The demand for special teachers of home economics who are prepared to do some other line of school

work is increasing every year and, altho high school graduates may enter and take two years of special training in home economics, thus obtaining a Home Economics certificate alone, the School advises those who wish to become specialists in home economics to follow a plan similar to the one suggested in the preceding paragraph for those interested in the other special department, namely: to precede their highly specialized work in home economics by preparation for general teaching.

Such a course would require three years for its completion but it could be so arranged that the candidate could secure the general diploma at the end of the second year of work; then, after a year of teaching, return for the third year of work in which the emphasis would be on home economics. Upon the completion of the third year of work a specialist's diploma would be granted in home economics.

The following is suggestive of the relative emphasis given to home economics in the field two years of this three-year course:

Education	4 credits
Teachers' Courses	3 credits
Practice Teaching	3 credits
Assigned Electives—	

 In the general field 3 credits

 In home economics 3 credits

 Beginners' Courses in Art, Music, etc. 2 credits

 Free Electives 2 credits

SUGGESTIVE OUTLINE OF SPECIALISTS' COURSE IN HOME ECONOMICS.

Junior Year.

Psychology and Observation	General Art
English	General Biological Principles
General Chemistry	Organic Chemistry
Elementary Sewing	Food Analysis
Food Products	Elementary Cookery
Laundering	Methods in Home Economics
Physiology	Elementary Sewing

Senior Year.

Bacteriology	Physiological Chemistry
Teaching in Home Economics	Dietetics
Advanced Cookery	Hygiene and Sanitation
Dressmaking	Dressmaking
Sociology	Teaching in Home Economics
Home Nursing	Textiles
House Decoration and Design	

All students desiring a specialist's certificate in Home Economics are requested to arrange their course with the Head of the Department before registering.

College Students Course, or Course for Students who enter with Advanced Standing.

The actual time required for any student entering here from a

college or other standardized institution to complete this course is determined by the record submitted to this office and the candidate's ability to qualify for teaching. For the most part, all who have completed ten (10) or more credits in professional or subject matter courses which are transferable can complete the general course in one year. The work from quarter to quarter shall consist of work in education and assigned electives which will best round out their preparation for the kind of work they expect to do. Such students shall satisfy the School that they are prepared to do the work of the regular classes in the course for which they register. They are entitled to provisional classification as seniors until such time as their previous records have been passed on by the Recorder. A satisfactory rating by the Recorder plus sufficient practice teaching entitles them to become candidates for the diploma and regular members of the graduation class.

5. CERTIFICATE COURSES

Course for Third Grade Normal School Certificate.

This course has the same requirements as the Third Grade County Certificate, both in subjects to be taken and in the examinations to be passed.

Candidates for Third Grade Certificates must have attended summer school for at least nine weeks and must have completed four years of high school work, or its equivalent. Evidence shall be submitted showing that this requirement is met before registration. See blank for high school standing attached at the end of this catalog.

Candidates for Third Grade Certificates are expected to pass the entrance examinations on the subject matter of the legal branches: orthoepy, spelling, reading, penmanship, arithmetic, elementary composition, grammar, geography, history of the United States, the civil government of the United States, and of the State of Idaho, physiology and hygiene with special reference to the effects of stimulants and narcotics upon the human system, school law, the manual of the elementary course of study for the common schools of Idaho, and the elements of agriculture. If the applicant desires to raise his grade in any subject, or to pass in any subject from which he may have been excused at the preliminary examination, he may do so at any regular examination.

Every applicant for a Third Grade Certificate, in addition to attendance at a professional school for teachers for at least nine weeks, shall have received satisfactory standings in: Methods of teaching Arithmetic; School Management; Methods of teaching Reading and Language; Methods of teaching Geography; School Laws of Idaho. The summer school standing will be accepted in lieu of any examination in (a) Manual of Course of Study, (b) Agriculture, (c) Idaho Civics. Candidates will qualify both in the examination in subject

matter and in the methods courses. All such applicants shall also do the required work in the practice school.

Suggestive Course for Second Grade Normal School Certificate.

Preferably one quarter's practice teaching in a rural training center

OR

Rural Life and the Rural School.

One Assigned Subject Matter Course: Music, Penmanship, Art Handwork, etc.

Agriculture, or Manual Training, or Rural Home Economics.

Apprentice Work and Observation in local Training School.

Suggestive Course for First Grade Normal School Certificate.

First Quarter

Psychology and Observation

General Agriculture

Art for Rural Teachers (2 days)

Music for Rural Teachers (3 days)

Rural Social Course, e.g., Rural Sociology

Physical Education (2 days)

Penmanship (3 days).

Second Quarter.

Psychology and Observation

A Subject Matter Course, e.g. a teacher's course in history, geography, arithmetic, etc.

Rural Home Economics (2 days)

Rural Applied Arts (3 days)

1 Assigned Elective.

Third Quarter.

Rural Social Course

Subject Matter Course

Rural Methods

2 Assigned Electives

Fourth Quarter.

Special Methods, Observation Teaching and Criticism in Rural Training Center.

The above course has in mind the inclusion of various elements which experience has shown should enter into the preparation of a teacher in so far as this can be accomplished in one year. Such modifications and substitutions will be made in the program as the best interests of the student and the work for which he is preparing demands. The quarter's work at a Rural Training Center includes both practice teaching and further work in teaching preparation. The practice teaching may be done in the city training school when so assigned to prepare students for a particular grade position.

6. EXTENSION COURSES FOR TEACHERS-IN-SERVICE.

This work so far consists of giving aid in books and suggestions to those who wish to study at home. Such work has not yet been put on a credit basis, but help is willingly offered.

Six Weeks Courses.

Any student may take work in the Summer Session and receive the same permanent credit for it as would be received for the same work if completed in any quarter of the regular session. The desire on the part of the school to provide opportunities for those who wish to obtain county and state certificates, or who wish to renew them by taking advantage of the provisions of the State Law with respect

to professional training, led to the establishment of one special six weeks course. This is offered during the Summer quarter. Students desiring to begin teaching after short preparation during the year, may, when there is sufficient demand, elect the Third Grade Normal Certificate course.

COURSES OF INSTRUCTION BY DEPARTMENTS.

DEPARTMENT OF AGRICULTURE.

Mr. Combs.

Course 1. Rural Science. (1 Quarter). Offered each quarter.

A study of science and its relation to the factors in every day life. The problems of light and heat as factors in plant growth, Weather, seasons and climate as related to agriculture, bacteria and its relation to the soil. Applied farm mechanics. Farm sanitation. Food and nutrition.

These topics will be taken up in as far as they are practical for the rural teacher.

Course 2. General Agriculture. (2 Quarters). Offered 1st and 2nd semesters.

A course in which a general survey of the whole field of agriculture is taken. This course deals with the fundamental principles of agriculture and general practice in crop production, farm animals, fruit growing, gardening and soils. Lectures, recitations, laboratory periods and field trips thruout this course.

Course 3. Animal Husbandry. (1 Quarter). Offered 1st quarter.

A study of the breeds of farm animals. Attention is given to the principles of feeding, beef cattle, dairy cattle, horses and other farm animals. Practical work in scoring of farm animals and balancing of rations.

Course 4. Field Crops. (1 Quarter). Offered 1st quarter.

A study of field crop classification, the growth of plants, including seed and its germination, function of leaves and roots and seed production. Corn, wheat, oats, barley, rye, flax, legumen, root crops, crop rotation and weeds are emphasized.

Course 5. Soils and Soil Fertility. (1 Quarter). Offered 2nd quarter.

A study of the origin, classification, composition, physical condition and general treatment of soils and the scientific basis of tillage to maintain soils in the highest state of fertility. Much attention is

given to the question of how to keep soils productive and how to keep soil in a high state of production.

Course 6. Dairying. (1 Quarter). Offered 2nd quarter.

A brief course in the composition of milk and milk products, the use of cream separator, Babcock milk tester, the handling of cream and the manufacturing of butter on the farm. Instruction will also be given in the care and feeding of dairy cattle and raising of dairy calves.

Course 7. Poultry Keeping. (1 Quarter.) Offered 3rd quarter.

The economic importance of poultry, egg production, grading and marketing of poultry products, feeding and housing of poultry. Types and breeds. Practical work in scoring and incubation. The school is well provided with good poultry equipment.

Course 8. Fruit Growing. (1 Quarter). Offered 3rd quarter.

A study of the essential elements in soils for different fruits, the locations of sites, marketing, making of sprays, pruning, budding, grafting. The nearness of orchards and fruit gardens to the Campus permits of practical work.

Course 9. Vegetable Gardening. (1 Quarter). Offered 4th quarter.

Principles and practice in growing vegetables. Special attention is given to the home and school garden. Emphasis on soils, fertilizers, seed testing, insecticides. Garden club problems and plans of organization and management of boys' and girls' clubs are taken up. Practical work in the school garden required.

Course 10. Floriculture and Landscape Gardening. (1 Quarter). Offered 4th quarter.

Beautification of home and school grounds is the central theme of the course. Hardy flowers, shrubs, shade trees and their culture, also the principles of laying out home grounds most attractively will be included in the study.

DEPARTMENT OF EDUCATION.

Mr. Elliott, Mr. Millay, Mr. Willson, Miss Wiseman.

Course 1. Psychology and Observation. (2 Quarters). Offered each semester.

A study of the fundamental factors and processes in the psychology of learning. Cases found both in and out of school life analyzed to familiarize student with the method of learning, and make him sensitive to symptoms of mental activity and retardation. The result aimed at is a scientific attitude toward teaching and the beginnings of rationalized skill in school procedure. Frequent visits to classes where teaching is going on will be made, in order to get cases for analysis and illustration. Psychological theory is to grow up out of and in the midst of practice.

Course 2. General Biological Principles. (2 Quarters). Offered each semester.

Designed to give the student: (1) a general conception of the fundamental laws and principles upon which biological development depends; (2) the biological foundations for diagnosing educational and social problems and working out moral and religious elements of human life will be considered.

Course 3. Social Aspects of Education. (2 Quarters). Offered once during the year.

The more important epochs of educational history with special emphasis on their social interpretation with its lessons for the present and further development of education. School materials and activities and ideals seen as tools for accomplishing specific results.

Course 5. Principles of Education. (2 Quarters). Offered once during the year.

Basal necessity of education; its aim; correlative nature of education for social efficiency and education as self-development; native tendencies as the materials of education; the principles of selection of subject matter, and conditions without which subject matter selected may not become genuine information to the students who are attacking it; these and similar problems intended to help the student teachers begin constructive thinking and modify our methods of instruction and materials of education into such practices as will be in conformity with our best educational ideals and professions.

Course 6. Sociology, Social Origin and Social Organization. (1 Quarter). Offered twice during the year.

Intended to induct students into the analysis of social structures and their functions as social processes, thus enabling them to participate effectively in the intelligent attack on social problems, and to

support those elements and processes which are making for social welfare.

Course 7. Rural Sociology. (1 Quarter). Offered twice during the year.

A consideration of the social conditions of rural communities, together with the forces of improvement and the direction the action must take.

Course 8. Rural Economics. (1 Quarter)

Fundamental principles of economics. Principles applied to problems of production, distribution and consumption in rural communities with special reference to economic conditions in Idaho and the Northwest.

Course 9. School Management and School Law. (1 Quarter).

The problem of rural school room administration with special emphasis on the daily program. A presentation of the general and specific provisions of Idaho school laws and a comparison of Idaho laws with similar provisions in other states.

Course 10. General Methods.. (1 Quarter). Offered twice during the year.

A discussion of the common principles and methods of procedure of teaching the common branches.

Course 11. Rural Vocational Course. (1 Quarter). Offered each quarter.

A practical and concrete course making the needs of the farm home the basis of all occupational work suitable for seventh and eighth grades under rural school conditions. Possibilities of home projects, boys' and girls, agricultural, home economic and farm handicraft clubs as educational agencies under the direction of the school. The development of a real farm culture and the responsibility of the rural schools toward that end.

Course 12.. Rural Methods. (1 Quarter). Offered each quarter.

This course will precede the work in practice teaching in the rural training centers. A study of the best methods of teaching the common school subjects under rural school conditions. Economy of time, application of the principles of education, adoption of the Idaho Course of Study and text books to meet rural community needs and the socialization of all school subjects will be emphasized.

Course 13. School Administration. (2 Quarters). Offered once during the year.

This is a course offered for those who are making special preparation for administrative positions. The first quarter's work deals with problems of administration and the work of the second quarter emphasizes problems of supervision.

Course 14. Introductory Education. (1 Quarter).

An orienting course in education aiming primarily to fulfill a "guidance" function. The various types of teaching made clear. Specific qualities essential to success in each type of work.

Course 15. Child Growth and Education (1 Quarter). Offered once during the year.

A survey of the processes of mental and physical growth with special reference to their interrelationship in normal development. A consideration of some of the disorders of growth, both mental and physical, including nervousness, retardation, mental defect, etc. School materials and processes seen as factors of growth and retardation.

Course 16. The Function of Special Subjects (1 Quarter). Offered once during the year.

Intended to make the connection between educational theory and the teaching process. Answers the question, "How can the various elementary school subjects be used as educative materials?"

DEPARTMENT OF ENGLISH.

Mr. Fowler.

The courses of this department are intended to aid students in acquiring habits of vigorous, clear and correct speech and writing; to give them a keener understanding and appreciation of literature, and to prepare them to teach English subjects with pleasure and with skill.

Course 1. Survey of English. (1 Quarter). Offered 1st quarter.

This course is designed for all entering students who intend to qualify for practice teaching. The purpose of the work is to discover the nature of each student's English preparation and to advise him accordingly in regard to the pursuit of further English studies.

Course 2. Written English. (1 Quarter). Offered each quarter.

A mastery of the principles and habits of correct and effective writing. Continuous practice in writing, together with helpful criticism.

Course 3. Oral English. (1 Quarter). Offered each quarter.

Develops logical and orderly thinking, with correct and forceful oral expression. The student begins with brief talks from notes. Toward the end of the quarter he speaks extemporaneously. Personal interests, current events, and professional problems typify the subject-matter of this course.

Course 4. Juvenile Literature. (1 Quarter). Offered twice during the year.

(For intermediate and junior high school grades).

The study of children's interests in literature; wide reading of

children's books; practice in reading and story-telling; the school library.

Course 5. Sentence Structure. (1 Quarter). Offered twice during the year.

Those whose understanding of English grammar is insufficient for teaching, have here an opportunity to study the sentence in its various aspects, with a view of teaching grammar. Emphasis is upon analysis and synthesis of the sentence.

Course 6. English Literature. (1 Quarter). Offered twice during the year.

Extends the students' acquaintance with the best English works; freshens his interest in the subject; gives him a basis for good judgment in his own reading as well as in that of his pupils. Especial attention is given to the literature of the last decade.

Course 7. American Literature. (1 Quarter). Offered twice during the year.

Acquaintance with our national literature. This course is offered largely as a background for the teaching of reading and literature in the grades.

Course 8. Word Study. (1 Quarter). Offered twice during the year.

Spelling, pronunciation, enunciation, meaning, derivation, and use of words in sentences, are matters considered in this course. The aims are to make students better spellers, to give them a wider working vocabulary, and to discuss methods for teaching the subject in the elementary school.

Course 9. Language for Teachers. (1 Quarter). Offered 1st and 3rd quarters.

This course emphasizes the study of problems involved in training pupils to speak and write better English; ways and means of teaching composition, grammar and word-study in the elementary and upper grades are investigated.

Course 10. Reading for Teachers. (1 Quarter). Offered 2nd and 4th quarters.

Methods of teaching reading and literature in the intermediate and upper grades. Features of the work are:—ways of improving voice quality; exercise in pronunciation and enunciation; ways of conducting recitations; practice in reading.

DEPARTMENT OF FINE AND APPLIED ARTS.

Miss McGahey, Miss Mann.

Course 1. General Art. (1 Quarter).

Drawing and design: a practical study of free hand drawing and the principles of design, line harmony, dark and light and color.

Course 2. Rural Art. (1 Quarter).

Drawing and design, with practical application made which the rural teacher may use under conditions existing in rural schools.

Course 3. Advanced Fine Arts. (1 Quarter).

A further study of design and its application in tone, harmonies, balance, relation of light and dark, tone values and color harmony.

Course 4. Hand Work for Rural Teachers.. (1 Quarter).

Various kinds of handwork from the standpoint of the rural school. The use of materials easy to obtain and requiring minimum of equipment and supervision. The enriching of the regular school curriculum thru manual arts.

Course 5. Industrial Arts for Primary Teachers. (1 Quarter).

A course designed to develop possibilities of hand work in the primary grades. Sand table work, booklets and other illustrative work will be done; also some general constructive work, as weaving and clay work, with their industrial significance.

Course 6. Advance Applied Arts. (1 Quarter).

A course designed to give further experience in different kinds of hand work. Kinds of material used will be determined by needs of the class and economic conditions.

Course 7. Costume Design and Home Decoration. (1 Quarter).

A practical course in planning for costumes and home surroundings with adaptations of principles of design to every day use.

Course 8. Woodwork for Beginners.. (1 Quarter).

Use of common tools; making of a few projects; working drawing of at least one project; recognition of a few physical characteristics of wood; simple staining and finishing; suggestions as to plans and organization.

Course 9. Wood Work. (1 Quarter).

Further use of tools; particularly the chisel; drawing and making projects involving use of simple common joints; the uses and characteristics of wood, and industrial significance.

Course 10. Rural Woodwork. (1 Quarter). Offered each quarter.

Use of a few common tools; making of a few articles for practical use. Comparisons and notes on difficulties involved; making a working drawing of at least one project; simple staining and finishing; suggestions as to equipment and place in the program.

DEPARTMENT OF GEOGRAPHY.

Mr. Chessman.

Geography for Teachers.

Review of the fundamentals in the text and methods for teaching.

these. Minimum essentials. Methods of drill. Correlation. Use of the text and supplementary readers.

Advance Geography.

Relation of geography to current events. A definite survey of world's resources as related to needs of the war.

DEPARTMENT OF HISTORY AND CIVICS.

Mr. Talkington, Mrs. Blomquist.

Course 1. History Stories for the Primary Grade.. (1 Quarter).

Offered 1st and 3rd quarters.

Indian: Indian myths; food, clothing, and shelter; snares, traps, implements and utensils; peace pipe and methods of warfare; care and training of children; travel by water and by land; the potlatch and the medicine man.

Pastoral and Pioneer: Domestic animals and their use; manner of cultivating, harvesting and threshing grain; social conditions, games and sports, religious customs; house and household furniture; methods of travel.

Course 2. The Origin of European Nations—An American Background.. (1 Quarter). Offered 2nd and 4th quarters.

The object of the course is to show the origin of American institutions as is found in the Old World from the study of the Feudal system, the Church, the monastery, the guilds and trade routes; the monastic and palace schools; the manor and the mark; the crusades; and inventions and discoveries.

Course 3. The Formation of Nations in America—Spanish, French, English, American or United States. (1 Quarter). Offered 1st and 3rd quarters.

The course is largely biographical and geographical, in which the lives of the men who established the claims of their nations to particular sections of the western continent, are treated.

Course 4. American Farm Life. (1 Quarter). Offered 2nd quarter.

The history of the United States until the close of the "Reconstruction" period is largely rural. The course includes the study of the public lands; westward immigration; naturalization; opening up of new farms; the growth of slavery and cotton growing; inventions and manufacturies; agriculture; the Civil War; the improvements of farm life.

Course 5. National Expansion. (1 Quarter). Offered 4th quarter.

The period of United States history since the Civil War has been one of expansion: industrial and financial; reclamation and conservation; science and education; improvement of social and foreign conditions. Such questions will be considered from source materials.

Course 6. Pacific Coast History.. (1 Quarter). Offered 1st and 3rd quarters.

The object is to supplement the material found in the average text on this subject. Discovery; exploration; settlement; political and industrial development; growth of churches and schools; relations to Spanish possessions on the South and British on the North; final separation into states; and the growth of the Pacific Coast States and possessions.

Course 7. History of Idaho.. (1 Quarter). Offered 2nd and 4th quarters.

The purpose is to present the leading facts in the State's history, using the following and other topics: the mining era; the organization of the territory; Indian wars; the admission of the State, and the development of State institutions; the timber resources; reclamation; stock raising; and various phases of industrial life peculiar to this State.

This includes the races of people; classes of society; forms of government; school and church; industrial and social conditions of the common people; how the rulers involve their nations in war; the lack of the voice of the common people in making war or peace.

Course 9. Civics and Social Science. (State). (1 Quarter). Offered 1st and 3rd quarters.

The government of Idaho consists of the following political units: the family; the school; the precinct; the city; the county; the state. Each of these has a government provided for it which should be administered for the community as a whole, and the object of the course is to show how this is done.

Course 10. Current History. (1 Quarter). Offered 1st and 3rd quarters.

This course includes the study of the magazines, newspapers and reports of various kinds which show how the various industrial political and social problems of life are being solved; to correlate the history learned from books with that found in actual life; to awaken an interest in present day subjects; to keep in touch with the progress of the war and the measures for its support.

Course 11. History and Civics for Teachers. (1 Quarter). Offered 1st and 3rd quarters.

"Materials of History," the elements of which it is composed. The organization of these materials. The adaptation of these materials to the different kinds and grades of work. Methods of presentation. A proper understanding of the term "civics." "Type" lessons on state, county and community civics showing kinds of materials used and methods of presentation.

DEPARTMENT OF HOME ECONOMICS.

Miss Fauble, Miss McCollister,

Course 1. Food Products. (1½ Quarters). Offered 1st semester.

The source, manufacture and preparation of food products, with conditions and laws regulating the same. Introductory to laboratory work in cookery.

Course 2. Laundering. (½ Quarter). Offered 2nd quarter.

A study of the development of laundry work, cleansing agents, methods of cleansing different fabrics, stain removal, dry cleaning.

Course 3. Elementary Cookery. (2 Quarters). Junior year—2nd semester.

Laboratory work designed to give a practical working knowledge of the general principles of cookery. Note books required.

Course 4. Advanced Cookery and Table Service. (2 Quarters). Senior year—1st semester.

A course for the development of skill in the technique of cooking. Preparation and service of luncheons and dinners for varying numbers at limited expense.

Course 5. Home Nursing. (1 Quarter). Senior year—2nd semester.

Care of the sick under home conditions. Observation of symptoms and administration of medicine. Preparation and service of foods for the invalid.

Course 6. Dietetics. (1 Quarter). Offered 4th quarter.

A study of food materials in daily dietaries of families under various conditions. Influence of conditions upon food requirements. Computing, preparing and serving dietaries of specified cost furnishing specific nutrients. Diets in the common nutritional diseases.

Course 7. Food Conservation. (1 Quarter). Offered every quarter.

A general survey of the world's food problems. The effect of war on the food of all nations and the necessity for food control. A development of the nutritional aspects with practical laboratory application of principles involved.

Course 8. Elementary Sewing. (4 quarters).

The fundamental principles of hand and machine sewing applied to undergarments, household linens and simple dresses. Drafting patterns, care of clothing, darning and patching, are essential features of the course. Art needlework is included when applicable.

Course 9. Dressmaking. (3 Quarters). Offered 1st, 2nd and 4th quarters.

A development of Course 8, giving the fundamental principles of dressmaking and tailoring. Drafting and adjusting of commercial patterns to measurements for use in making dresses and suits of cot-

ton, silk and wool. Materials and their influence on the design of garments. Color combinations, economical purchasing and other problems relating to dress are considered.

Course 10. General Sewing. (1 Quarter). Offered 4th quarter.

An abridged course arranged for students having a knowledge of plain sewing. The construction of garments with discussion of fabrics according to use, quality and cost.

Course 11. Textiles.. Senior year. Offered 3rd quarter.

Their production and manufacture; the identification of various fibres and of their substitutes and adulterations by means of physical microscopic and chemical tests. The effect of dyes upon textiles and their relation to laundry problems. A study of the hygiene of clothing, economic conditions and social aspects, relating to textile manufacturing.

Course 12. Rural Home Economics. (2 Quarters). Offered each semester.

The preparation of food and the adaptability of textiles to the needs of the human race. The course in cookery aims to carry the theory and practice along parallel lines.

Instruction in First Aid, home nursing and the recognition of so-called "children's diseases" will be given.

The sewing plans to include such problems as will meet the needs and utilize the resources of the rural teacher, enabling her to organize sewing clubs, Red Cross auxiliaries, etc.

LIBRARY DEPARTMENT.

Miss Crawford, Mrs. Hibbard.

Library Methods. (1 Quarter). Offered for 3 quarters.

Use of libraries.

Classification, use of reference books, card catalog, periodicals and periodical indexes, bibliographies.

Library in the School.

School library room, book selection, book buying and ordering.

Organization.

Routine, supplies, binding and mending, classification, accessioning, charging system.

Administration.

Service, reports, teaching the use of the library.

DEPARTMENT OF MATHEMATICS.

Mr. Chessman.

Course 1. Applied Arithmetic. (1 Quarter).

A general review course in subject matter. Drill work on fundamental operations. Much problem work, emphasis on farm prob-

lems—buying, selling, commissions, insurance, taxes, notes, mortgages, depreciation; measurement, value of crops, land, etc.; construction problems—wood, cement; mechanics—lever, pulleys, horse power, inclined plane, good roads, gasoline engine; constituents (percentages), fodder, soils, fertilizers, sprays, dairy problems; household and farm budgets and accounts.

Course 2. Modern Elementary Mathematics. (2 Quarters). Offered once during the year.

For students who wish to specialize in junior high school mathematics and science. The supplementary aspect of the several branches of secondary mathematics is recognized and the work is presented from a unified point of view. Number, symbol and form—arithmetic, algebra and geometry—frequently enter into the same problem and the result is economy of time and richer content.

Course 3.. Arithmetic for Teachers. (1 Quarter). Offered each quarter.

Review of work to be accomplished in the primary grades and brief discussion of methods of the same. The "right sort" of arithmetic, formal and applied; eliminations. Means of securing good methods of overcoming these difficulties. The State Course of Study in arithmetic, the state text and supplementary work discussed. Observation and discussion of typical lessons.

DEPARTMENT OF PUBLIC SCHOOL MUSIC AND PIANO.

Mrs. Treadwell, Miss Jones.

Course 1. Harmony and Ear Training. (2 quarters). Offered each semester.

The Harmony courses develop in students a broader appreciation of good music and of the works of the great masters. Ability to recognize and execute scales, intervals and simple chords and simple chord connections with their inversions in a given base or a given soprano. Ear training, tone thinking, recognition of rhythmic and tonal sequences as heard. This course or its equivalent is required for beginners, to be followed by Course 2.

Course 2. Sight Singing. (1 Quarter). Offered 2nd and 4th quarters.

Rote song used as basis for technical work. Simple rhythmic types, nine common keys, chromatic tones. Individual work emphasized.

Course 3. Public School Music for Teachers. (1 Quarter). Offered every quarter.

Lectures, discussions and required readings on ways of presenting music in rural primary and upper grades. Study of song and technical material used, class demonstrations.

Course 4. Advanced Sight Singing. (1 Quarter). Offered 1st quarter.

Fifteen major keys. Bass clef, part-work, modulations.

Course 5. Appreciation. (1 Quarter). Offered 2nd and 4th quarter.

Students are afforded opportunities for becoming familiar with standard and classic compositions and to develop a love for good music. Victrola and piano player are used.

Course 6. Teaching and Criticism of Music. (1 Quarter). Offered each quarter.

Seniors will be given practice in the training school each quarter. Criticism periods for this course are to be arranged with the Supervisor.

Course 7. Primary Songs. (1 Quarter). Offered 2nd and 4th quarters.

This is a beginners course for Primary specialists. About one-third of the quarter is given to note reading.

General course students may elect course.

Course 8. Teaching and Criticism of Music. Offered each quarter.

Seniors will be given practice in the training school each quarter. Criticism periods for this course are to be arranged with the Supervisor (Mrs. Treadwell).

Course 9. Chorus.

Meets Tuesdays and Thursdays at 9:30 thruout the year. Glee Club Work and Orchestra will be continued. Each group meets one evening a week.

The Teachers' Course in this department is scheduled each quarter. One quarter the work will be directed especially for primary teachers, another for elementary and upper grade teachers, and the remaining two quarters for rural teachers.

PENMANSHIP.

Mrs. Combs.

Course 1. General Course.

Palmer Method Test covered. Drills and exercises as well as methods in teaching worked out in class.

Course 2. Primary Course.

Methods of Teaching the Palmer Method to the Primary Grades. Special drills and exercises for these grades covered.

Course 3. Certificate Course.

Open to senior students or teachers who have had some work in the Palmer Method and who wish to obtain the Teacher's Certificate in Penmanship.

DEPARTMENT OF PHYSICAL EDUCATION.

Miss Watson, Miss Thompson.

Course 1. Play and Playground Instruction. (1 Quarter). Offered twice during the year.

The theoretical side of this course deals with the psychology of

play to varying ages and conditions, construction and equipment for playgrounds, organization and daily programs, history and literature of the playground movement. Part of the time will be devoted to the study and practice of playground activities suitable for rural schools.

Course 2. First Aid to Injured. (1 Quarter). Offered twice during the year.

Instruction in emergencies for general use. Treatment of accidents, causes and treatment of common ailments and discussion of contents of a practical medicine chest.

Course 3. Educational Hygiene. (1 Quarter). Offered every quarter.

Consideration of effects of all phases of hygiene on the child. Principles of sanitation and their relation to conditions under which we live.

Course 4. Corrective Gymnastics. (1 Quarter). Offered every quarter.

Course arranged to meet the needs of the student who thru some physical or organic weakness is unable to take the regular practice courses in Physical Training.

Course 5. General Gymnastics. (1 Quarter). Offered every quarter.

Marching, calisthenics, folk dancing and games. Special attention is given to posture.

Course 6. Advanced Gymnastics. (1 Quarter). Offered twice during the year.

For students who have had general gymnastics. This course will include club swinging, light and heavy apparatus.

Course 7. Elementary Aesthetic dancing. (1 Quarter). Offered every quarter.

To develop co-ordination, grace and freedom of movement.

Course 8. Advanced Aesthetic Dancing. (1 Quarter). Offered every quarter.

For students who have had elementary dancing.

Course 9. Practical Gymnastics. (1 Quarter). Offered twice during the year.

Course 9. Practical Gymnastics. (1 Quarter). Offered twice during the year.

A course arranged to give the students methods for teaching gymnastics, folk dancing and games. Practice teaching will be included.

Course 10. Sports. (1 Quarter). Offered every quarter.

Course in organized team games—as captain ball, volley ball, hockey, basket ball, base ball, and so on.

Course 11. **Tennis.** Offered 1st and 4th quarters.

Course 12. **Swimming.** (1 Quarter). Offered every quarter.

Various strokes, diving, stunts, towing and life saving.

PRIMARY DEPARTMENT.

Miss Burks, Miss McDonald, Mrs. Ninneman.

Course 1. **Primary Methods for Specialists.** (2 Quarters). Offered each semester.

Required of all students who are taking the Primary Specialists'

Course (A-2). Prerequisite, or parallel: Psychology.

(1) Offered first and third quarters. The aims and principles of primary instruction. Current literature on primary methods read and discussed. Relation of subject matter and method. The teaching process, factors conditioning. Subjects considered: reading, writing, drawing, spelling, phonics. A critical study of the modern methods of teaching reading. Brief survey of the history of methods.

(2). Offered second and fourth quarter. Principles applied. Selection and organization of subject matter which functions in the child's life. Writing of lesson plans. Teaching children how to study. Social phases of the recitation. Observation lessons. Subjects considered; language, arithmetic, industrial activities.

Course 2. **Primary Methods for General Students.** (1 Quarter).

Offered twice during the year.

Aims and principles of primary instruction. Principles applied in the selection of subject matter and materials. Rural problems discussed. Subjects considered: reading, writing, phonics, spelling, arithmetic industrial activities.

Course 3. **Literature for Primary Grades.** (2 Quarters). Offered 2nd and 4th quarters.

Educational value of stories for children. Possibilities for creative work. Characteristics of a good story. Preparation of a story for telling. Story telling. Teaching stories—distinction between telling and teaching a story. Method of dramatization. A study of folk tales, fairy tales, myths, legends, fables, animal stories, realistic stories, and rimes and poetry according to their fitness for various ages and purposes.

Course 4. **Teaching in the Primary Grades.** (4 Quarters). Senior year.

Course 5. **Geography for the Primary Grades.** Offered 3rd quarter.

This course is planned for grades I-IV inclusive. Attention will be given to both subject-matter and method. Selection of material of home and world geography adapted to these grades. A study of the physical and industrial aspects of home geography. A study of type regions which best illustrate the geographic control of heat,

cold, moisture, drought. Thruout the course, correlations will be made with the work in history.

DEPARTMENT OF SCIENCE.

Miss Tyler, Miss McEachran.

Course 1. Chemistry 1. **Beginning College Chemistry.** (2 Quarters).

The elements of inorganic chemistry with special emphasis upon war and useful phases.

Chemistry 2. **Organic Chemistry.**

The general laws of organic chemistry and the useful organic compounds. This runs simultaneously with Course 3.

Course 2. Chemistry 3. **Food Analysis.**

Course 3. Chemistry 4. **Physiological Chemistry.**

Chemistry of the body and its functions, with special reference to digestion and food requirements.

Course 4. Chemistry 5. **Economic Chemistry.**

Designed for Rural and General students and to provide the material requested by the Government for war information. Special reference to basis of foods work.

Course 5. **Bacteriology.** (2 Quarters).

Morphology and classification of bacteria, study of bacteria found in the home. Making of cultures and study of same. Disease, cause and immunity. Manipulation of disease organisms.

Course 6. **Economic Bacteriology.**

The bacteriology of common things. Quarter course for Rural and General students.

Course 7. **Elementary Science for Grade Teachers.**

Subjects, materials and methods for teaching science in the grades.

Course 8. **Elementary Science for Rural Teachers.**

Subjects, materials and methods for teaching science in rural schools.

Course 9. **Zoology.** (2 Quarters).

A study of the facts, uses, and general principles connected with animals.

Course 10. **Botany.** (2 Quarters).

A study of the factors connected with the physiology and structure of seed plants, as a basis for agriculture and war work in food, production and the problems, life histories and uses of plants in general.

Course 11. **Physics.** (2 Quarters).

The facts and principles of physics as related to every day life.

Course 12. **Physiology.**

A study of the body, special reference to digestion.

Course 13. **Boys and Girls Club Work. Food Preservation.**

A course in different methods of food preservation.

DEPARTMENT OF HEALTH.

(To be selected)

Course 1. **Rural Health Problems.**

Course 2. **Home Nursing.**

Course 3. **Schoolroom Health.**

Summary of Attendance Since 1912.

1. Session 1912-1913.

Classified by Year of Course	
First Year	(Eliminated)
Second Year	(Eliminated)
Third Year	235
Junior Year	90
Senior Year	50

Total Regular Session....	375
Summer Session	133

Total Enrollment508

Classified by Course Pursued	
Course A-1, General.....	69
Course A-2, Primary.....	20
Course A-3, Home Economics	37
Course A-4, General 1-Year	13
Courses B-1-3, Rural.....	64
All other Courses.....	182

Total in Regular Courses....	375
Summer Session	133

Total Enrollment 508

The enrollment of the Training School is not included in the above totals.

The enrollment in the Training Schools in 1912-1913 was 309.

2. Session 1913-1914.

Classified by Year of Course	
First Year	(Eliminated)
Second Year	(Eliminated)
Third Year	174
Junior Year	51
Senior Year	138

Total Regular Session.....	363
Summer Session	186

Total Enrollment549

Classified by Course Pursued	
Course A-1, General.....	96
Course A-2, Primary.....	41
Course A-3, Home Economics	27
Course A-4, General, 1-Year	10
Courses B-1-3, Rural.....	65
All other Courses.....	114

Total in Regular Courses....	363
Summer Session	186

Total Enrollment549

The enrollment of the Training Schools is not included in the above totals.

The enrollment in the Training Schools in 1913-1914 was 170.

3. Sessions 1915-1916.

Classified by Year of Course	
Seniors	74
Juniors in General Courses.	70
Juniors in Certificate Courses	83
Specials—	
In Rural Courses.....	70
Piano Students	21
In Six Weeks Course ...	8
All others	31

Total in Regular Session...	357
Total (Joint)	
Summer Session	251
	608

Classified by Course Pursued	
Course A-1, General.....	44
Course A-2, Primary.....	24
Other Specialists Courses	
(A-6, A-7, A-8).....	13
Course A-4, General (1-year)	16
Course A-9, Rural "A".....	17
Courses Rural "B".....	70
Other Certificate Courses..	83
All other Courses.....	60

Total in Regular Session...	357
Total (Joint)	
Summer Session	251
	608

The enrollment of the Training Schools is not included in the above totals.

The enrollment in the graded Training School in 1914-15 was 200, i.e.:

159 Regular Session	B. 69	G. 90
41 Summer Session	B. 22	G. 19

4. Session 1915-1916.

Classified by Years of Course	
Post Graduates	3
Seniors	62
Juniors in Gen. Courses ...	67
Juniors in Certificate Courses	84
Specials—	
In Rural Courses.....	52
In Piano Courses.....	14
In Six Weeks Course ...	2
In All other Courses.....	14

Total in Regular Session...	298
Total in (Joint)	
Summer Session	309
	607

Classified by Course Pursued	
Course A-1, General.....	52
Course A-2	25
Course A-3	20
Other Specialists' Courses	
(A-6, A-7, A-8).....	6
Course A-4	16
Course A-9	10
Courses Rural "B".....	52
Other (Junior) Certificate	
Courses	84
All other Courses.....	33

Total in Regular Session...	298
Total in (Joint)	
Summer Session	309
	607

The enrollment of the Training Schools is not included in the above totals.

The enrollment in the graded training school in 1915-1916, not including the summer training school which registered about 62, was 150. B. 69. G. 81.

The five rural training centers enrolled approximately 145 children during 1915-1916.

5. Session 1916-1917

Classified by Years of Course	
Post Graduates	2
Seniors	87
Juniors in General Courses	39
Juniors in Certificate Courses	143
Specials—	
In Rural Courses....	32
In Piano Courses....	22
In Six Weeks Course..	4
In All Other Courses.	10
	339
Number counted twice.	11

Actual number enrolled in Regular Session...	328
Actual number enrolled in Summer Session..	263

Total for the entire year 591

Classified by Course Pursued	
Course A-1, General...	59
Course A-2	35
Course A-3	17
Other Specialists' Courses (A-6, A-7, A-8)....	5
Course A-4	10
Course A-9	4
Course A-10	6
Course Rural "B".....	32
Other Junior Certificate Courses	143
All other Courses.....	36
	347
Number counted twice.	19

Actual number enrolled in Regular Session...	328
Actual number enrolled in Summer Session...	263

Total for the entire year 591

Eight graduates of the School enrolled for work in the 1917 Summer School and forty-nine students who attended during the regular session remained for the Summer Session.

The enrollment of the Training Schools is not included in the above totals.

The enrollment in the graded training school in 1916-1917, not including the summer training school which registered 38, was 126. B. 63. G. 63.

The four rural training centers enrolled approximately 115 children during 1916-1917.

The local extension work offered during the year in Canning and Physical Education registered approximately 57 people.

6. Session 1917-1918.

Classified by Years of Course

Post Graduates	3
Seniors	80
Juniors in General Courses	35
Juniors in Certificate Courses	90
Specials—	
In Rural Courses....	10
In Piano Courses....	19
In Six Weeks Course	2
All other Courses.....	3
Actual number enrolled in Regular Session...	242
Actual number enrolled in Summer Session...	265
Total for the entire year	507

Classified by Course Pursued

Course A-1, General...	35
Course A-2	33
Course A-3	13
Course A-4	17
Course A-9	14
Course A-10	1
Course A-8 (Special)...	1
Course A-7 (Special)...	1
Courses "B"	10
Piano Specials	19
Special Courses	3
Post Graduate Courses.	3
Junior Certificate Courses	92
Actual number enrolled in Regular Session...	242
Actual number enrolled in Summer Session...	265
Total for the entire year	507

The enrollment of the Training Schools is not included in the above totals. The enrollment in the graded training school in 1917-1918, **not including** the summer training school which registered 57, was 126, boys 60, girls 66. The six rural training centers enrolled approximately 162 children during 1917-1918.

DIRECTORY OF STUDENTS

Lewiston State Normal School

1917-1918

Abshire, Frances	A-9-2	Meadows, Idaho
Aiken, Letha May	A-9-1	Orofino, Idaho
Aldridge, Marie Louise	A-9-2	Bonnors Ferry, Idaho
Andersen, Christina	A-9-1	Coeur d'Alene, Idaho
Anderson, Allie	A-9-2	Ashton, Idaho
Anderson, Clara Irene	A-1 Sr.	Sandpoint, Idaho
Anderson, Esther	A-3 Jr.	Idaho Falls, Idaho
Anderson, Ethel	A-2 Jr.	Clarkston, Wash.
Anderson, Ruby Elizabeth	A-2 Sr.	Idaho Falls, Idaho
Arth, Elizabeth	A-9-1	Fraser, Idaho
Askey, Edna	A-1 JHS Sr.	Caldwell, Idaho
Baker, Pauline	A-4-1	Caldwell, Idaho
Baldrige, Lela Gail	A-9-2	Parma, Idaho
Barrett, Glenna M.	A-9-1 (6 wks.)	Joseph, Idaho
Batterton, Francise E.	A-9-1	Kellogg, Idaho
Bell, Myrtle Nellie	A-1 Sr.	Payette, Idaho
Bevis, Gordon	Sp. Piano	Lewiston, Idaho
Blomstrom, Elsie M.	A-9-1	Cambridge, Idaho
Bollinger, Mary Edith	A-9-1	Fruitland, Idaho
Booher, Mary V.	A-1 Sr.	Troy, Idaho
Boyd, Edith	A-4-9-1	Roseburg, Oregon
Bozarth, Alice	Sp. Piano	Lewiston, Idaho
Bozarth, Hannah	Sp. Piano	Lewiston, Idaho
Branson, Evelyn	A-4-9-2	Sandpoint, Idaho
Broker, Mabel Cora	A-9 Jr.	Ilo, Idaho
Brown, Ethel	A-3 Jr.	Clarkston, Wash.
Buckingham, Marybelle	A-9-1	Gifford, Idaho
Bumgarner, Marguerite R.	A-9-2	Nampa, Idaho
Buntroch, Lena	Post Graduate	Caldwell, Idaho
Burnside, Mary Frances	A-2 Sr.	Lewiston, Idaho
Burnside, Margaret	Sp. Piano	Lewiston, Idaho
Bursell, Margaret	A-2 Sr.	Lewiston, Idaho
Busby, Marjorie	A-9-2	Coeur d'Alene, Idaho
Bush, Marguerite Orril	A-4-2	Boise, Idaho
Campbell, Clara	A-9-1	New Meadows, Idaho
Campbell, Stella	A-9 Jr.	New Meadows, Idaho
Carscallen, Mabel	A-1 JHS Sr.	Coeur d'Alene, Idaho
Case, Leota	A-2 Sr.	Clarks Fork, Idaho
Chaney, Frankie Belle	A-9-1	Gifford, Idaho
Chariton, Lila	A-9-1	Coeur d'Alene, Idaho
Chesley, Charlotte	A-2 Sr.	Burke, Idaho
Chesley, Frances	A-2 Sr.	Burke, Idaho
Clark, Frances E.	A-2 Sr.	Boise, Idaho
Clark, Zella	A-2 Sr.	Boise, Idaho
Cochrell, Mrs. Nora	A-9-1	Weippe, Idaho
Clemans, Irene V.	Sp. Piano	Clarkston, Wash.
Cody, Ruth Eileen	A-9-1	Clarkston, Wash.
Coldren, Ellen	Sp. Piano	Clarkston, Wash.

Conway, Helen	A-9-1	Winchester, Idaho
Cool, Iva M. (Mrs.)	A-1 Sr.	Lewiston, Idaho
Coolidge, Lois	A-9-2	Ilo, Idaho
Crawford, Hazel	A-9-2	St. Maries, Idaho
Crawford, Marion	A-2 Sr.	Payette, Idaho
Cronk, Myron P.	A-1 JHS Sr.	Worley, Idaho
Cupp, Margaret	A-2 Sr.	Boise, Idaho
Curry, Fern	A-9-1	Clarkston, Wash.
Curtis, Iris	A-4-1	Caldwell, Idaho
Davis, Miriam	A-9-1	Ilo, Idaho
Day, Margaret E.	A-1 JHS Sr.	Clarkston, Wash.
Drager, Alatheia	A-9-1	Bellevue, Idaho
Dresser, Angeline Jessie	A-3 Sr.	Lewiston, Idaho
Ebinger, Dorothy Eloise	A-1 Jr.	Lewiston Orchards
Eby, Pearl Naomi	A-9-1	Fruitland, Idaho
Ehlert, Dorothea	B-1	Sweetwater, Idaho
Engelbrecht, Esther	A-9-1	Coeur d'Alene, Idaho
Enoch, Mamie	A-9 Sr.	Lewiston, Idaho
Fell, Clarice	A-9-1	Culdesac, Idaho
Foster, Nell	A-9-1	Clarkston, Wash.
Fox, Bertha E.	A-9 Jr.	Winchester, Idaho
Fredrickson, Anna Mae	A-1-3 Jr.	Coeur d'Alene, Idaho
Gaffney, Clyde	A-9 Jr.	Weippe, Idaho
Gaffney, Fay S.	A-9-1	Weippe, Idaho
Gaffney, Margaret Ella	A-9-1	Weippe, Idaho
Genoway, Ivy P.	A-9-2	Payette, Idaho
Genoway, Phoebe May	A-9-1	Payette, Idaho
Givens, Luella	A-9-1	Nampa, Idaho
Goldman, Queen	Sp. Piano	Clarkston, Wash.
Gray, Carrie M. (Mrs.)	Special Ed'n	Lewiston, Idaho
Green, Edra Thelma	A-1 Sr.	Lewiston, Idaho
Greene, Ethel Alice	A-9-1	Culdesac, Idaho
Greene, Helen Phoebe	A-2 Jr.	Lewiston, Idaho
Greene, Mary Dering	A-3 Sr.	Salmon, Idaho
Groefsema, Gertrude	A-2 Jr.	Mountain Home, Idaho
Groom, Stella Fae	A-9-1	Peck, Idaho
Grosso, Rose A.	A-2 Sr.	Nampa, Idaho, R.R. 2.
Hall, Alma M.	A-1 JHS Sr.	Boise, Idaho
Hall, Faye	A-2 Jr.	Jerome, Idaho
Hampton, Minnie	Sp. Piano	Genesee, Idaho
Hanratty, Winifred	A-9-2	Coeur d'Alene, Idaho
Harbke, Lenorah E.	A-4-9-1	Nezperce, Idaho
Harbke, Olive	A-9-1	Nezperce, Idaho
Hardy, Ellen	A-9-1	Cambridge, Idaho
Harrington, Irene C.	Post Graduate	Caldwell, Idaho
Hauser, Frances Mamie	A-1 Jr.	Lewiston, Idaho
Heinzman, Ella	A-1 JHS Sr.	St. Maries, Idaho
Henderson, Grace M.	A-1 Sr.	Nezperce, Idaho
Hershberger, Emily Mae	A-1 JHS Sr.	Lewiston, Idaho
Hill, Emma	Sp. Piano	Lewiston, Idaho
Hill, Mrs. R. C.	A-1 Jr.	Lewiston, Idaho
Hogaboam, Margaret Ann	B-1	Clarkston, Wash.
Hollingsworth, Bertha G.	Post Graduate	Lewiston, Idaho
Hollingsworth, Lila M.	A-1 Sr.	Lewiston, Idaho
Hollman, Beulah T.	B-1	Lewiston, Idaho
Holtz, Verla	A-9-1	Winchester, Idaho
Hoskins, Amelia	A-9-1	Myrtle, Idaho
Hughes, Margaret	A-9-1	Spirit Lake, Idaho
Irwin, Hazel Dell	A-9-1	Juliaetta, Idaho
Isbell, Pearl Alodia	A-1 Sr.	Lewiston, Idaho
Jacobs, Louise Clara	A-9 Sr.	Lewiston, Idaho

Jacobson, Esther H.	A-9-1	Parma, Idaho
Jensen, Eleanor Lillian	A-4-9 JHS	Illo, Idaho
Johnson, Ethel (Mrs.)	3d Co. Cer. (6 wks.)	Cottonwood, Ida.
Johnson, Hazel	B-1	Waha, Idaho
Johnston, Mabel L.	A-9-1	Moscow, Idaho
Jones, Helen M.	B-1	Bovill, Idaho
Jones, Rebecca	A-2 Sr.	Gooding, Idaho
Jordan, Oscar Rush	A-10 Sr.	Lewiston, Idaho
Judd, Ivy May	A-9-1	Kooskia, Idaho
Kauffman, Ruby Ellen	A-9-1	Payette, Idaho
Keeler, Mabel	A-1 Sr.	Payette, Idaho
Kellberg, Hilma Josephine	A-9-1	Troy, Idaho
Kelly, Susie E.	A-2 Jr.	Winchester, Idaho
Kerrick, Doris	A-4-2	Parma, Idaho
Kicker, Cora Naomi	A-9-1	Milton, Oregon
Kicker, Minnie Myrtle	A-9-1	Milton, Oregon
Kinney, Whilldin	A-4-2	Blackfoot, Idaho
Knight, Spencer	Sp. Piano	Lewiston, Idaho
LaFollette, Georgia	A-9-1	Spokane, Wash.
Latham, Fred L.	A-9-1	Kansas City, Mo.
Lanningham, Mae	A-9-1	Grangeville, Idaho
Larkin, Grace E.	A-9-1	Orofino, Idaho
Larkin, Maybelle	B-1	Orofino, Idaho
Larrabee, Mary Ilah	A-4-3 Sr.	Genesee, Idaho
Lavin, Leila M.	A-1 JHS Sr.	Lewiston, Idaho
Lee, Clara Margaret	A-1 JHS Sr.	Lewiston, Idaho
Leeper, Louise Margaret	A-3 Sr.	Lewiston, Idaho
Leeper, Villa M.	A-2 Jr.	Peck, Idaho
Lehfeldt, Ella	A-9 Jr.	Asotin, Wash.
Lewis, Ethel M.	A-1-7 Sr.	Lewiston, Idaho
Longeteig, Hazel	A-9 Jr.	Southwick, Idaho
Loy, Maude E.	A-9 Sr.	Lewiston, Idaho
Lozier, Ruth C.	A-9-1	Tacoma, Wash., 1224 N. Prospect Ave.
MacDorman, Frances	A-1 Jr.	Kamiah, Idaho
Mammen, Bessie	A-1 Sr.	Parma, Idaho
Mammen, Bonnie	A-9-1	Parma, Idaho
Mason, Maude	A-2 Sr.	Plymouth, Idaho
Masters, Aaron	A-1 JHS Sr.	Harrison, Idaho
Mathews, Adda	A-3 Sr.	Lewiston, Idaho
McGee, Thelma	Sp. Piano	Lewiston, Idaho
McGuire, Mabel A.	A-4-1	Caldwell, Idaho
McHugh, Norrine	A-3 Sr.	Spokane, Wash., 327 E. Boone Ave.
McKinnon, Precious Pearl	A-2 Sr.	Lewiston, Idaho
McLeod, Marion	A-9-2	Kamiah, Idaho
McPeak, Betty Jane	A-2 Jr.	Clarkston, Wash.
McSparran, Gertrude E.	A-1 Sr.	Meridian, Idaho
Melendy, Carolyn Mae	A-9-2	Burley, Idaho
Melendy, Helen B.	A-2 Sr.	Burley, Idaho
Merwin, Marjory	A-4-2	Elk River, Idaho
Michaelson, Grace	Sp. Piano	Lewiston, Idaho
Michaelson, Hazel	Sp. Piano	Lewiston, Idaho
Michaelson, Mildred	Sp. Piano	Lewiston, Idaho
Miller, Margaret	A-3 Sr.	Spokane, Wash.
Moe, Jessie Katherine	A-2 Sr.	Kellogg, Idaho
Monroe, Laura	A-9-1	Orofino, Idaho
Morrison, Nanna Marie	A-4-1	
Muffle, Meda	Sp. Piano	Lewiston, Idaho
Murray, Mildred	A-9-1	Sandpoint, Idaho
Musser, Gail Frances	A-2 Sr.	Filer, Idaho

Niemann, Winifred	A-9-1	Salmon, Idaho
Nitardy, Elma M.	A-1 JHS Sr.	Minneapolis, Minn.
Noble, Vallie	A-1 Sr.	Orofino, Idaho
Nunnallee, Cora Helyn	A-9-2	Cambridge, Idaho
Nyquist, Leone	A-9-1	Cambridge, Idaho
O'Brien, Kathleen	A-9-1	Coeur d'Alene, Idaho
Odle, Aletha	A-2 Sr.	Clarkston, Wash.
Oliver, Agnes E.	Sp. Piano	Clarkston, Wash.
Oliver, May R.	A-3	Grangeville, Idaho
Parker, Sylvia A.	A-3 Sr.	Grangeville, Idaho
Patch, Della J.	A-9 Jr.	Weiser, Idaho
Passoneau, Joseph	Special	Lewiston, Idaho
Pentland, Mary Ellen Ann.	A-4-1	Granite, Idaho
Peters, Jennie	B Special	Joseph, Idaho
Pittinger, Corinne	B-1	Melba, Idaho, R. D. 1
Plato, Winifred B.	A-3 Jr.	Bonnors Ferry, Idaho
Poole, Maude	A-1 Sr.	Lewiston, Idaho
Randall, Edris Elizabeth	A-1 Sr.	Lewiston, Idaho
Rathborne, Altha (Mrs.)	A-9-2	Cavendish, Idaho
Raymond, Iva	A-8 Jr.	Caldwell, Idaho
Reid, Hazel Edna	A-4 1 and 3	Caldwell, Idaho
Reinhardt, Mary	A-9-1	Wallace, Idaho
Richey, Ethel	A-4	Nampa, Idaho
Roberson, Bertha	A-9-1	Orofino, Idaho
Roberts, Everta	A-9-2	Oregon City, Oregon
Rojan, Gladys	B-1	Hope, Idaho
Rood, Katherine	B-1	Kooskia, Idaho
Rose, Edna Maud	A-1 Sr.	Parma, Idaho
Rouse, Myrtle S.	A-9-2	Troy, Idaho
Rugg, Mary Belle	A-9-2	Peck, Idaho
Rowe, Iris May	A-9-1	Moscow, Idaho
Sanderson, Lucia	A-2 Jr.	New Plymouth, Idaho
Sartain, James Arville	A-1 JHS Jr.	Lewiston, Idaho
Schilling, Alma Marie	A-9 Jr.	Post Falls, Idaho
Schmidt, Emma E.	A-2 Sr.	Plummer, Idaho
Schooler, Ida	A-9-2	Genesee, Idaho
Schroeder, Meta Trula	A-9-1	Cottonwood, Idaho
Schultz, Florence M.	A-9-1	Salmon, Idaho
Schulze, Jennie L.	A-1 Jr.	Lewiston, Idaho
Shaunessy, Margaret	A-9-2	Winchester, Idaho
Shurtz, Malinda Irene	A-4-1	Boise, Idaho
Skinner, Georgia	A-1 Jr.	Portland, Oregon
Small, Laura C.	A-9-1	Orofino, Idaho
Smith, Dora Andrea	A-9-1	Moscow, Idaho, R.F.D. 1
Smith, Neeta	A-2 Sr.	Caldwell, Idaho
Smith, Susan Annette	A-9-1	Payette, Idaho
Sodorff, Wilda Sophia	A-9-1	Johnson, Wash.
Soule, Ella H.	A-2 Sr.	Salmon, Idaho
Southwick, Christena	A-9-1	Southwick, Idaho
Southwick, Viola	A-9-1	Southwick, Idaho
Stewart, Lillian	A-2 Jr.	Clarkston, Wash.
Stookey, Annice	A-2 Jr.	Lewiston, Idaho
Storholt, Mabel	A-9-1	Orofino, Idaho
Swedland, Vivian	A-9-1	Potlatch, Idaho
Sweeney, Johanna	A-9-1	Genesee, Idaho
Swisher, Mena M.	A-1 JHS Sr.	Lewiston, Idaho
Tabor, Marie	Sp. Piano	Lewiston, Idaho
Taylor, Roebv	Sp. Piano	Lewiston, Idaho
Teachnor, Myrtle	Sp. Piano	Lewiston, Idaho
Tesch, Evelyn Helen	A-9-1	Moscow, Idaho
Tobin, Alice C.	A-1 Sr.	Clarkston, Wash.

Tuft, Mildred	A-9 Jr.	
Turner, Marceline	A-2 Jr.	Tacoma, Wash.
Vesser, Jean	A-9 Sr.	Rathdrum, Idaho
Wallace, Ruth	A-2 Sr.	Waha, Idaho
Wallace, Virla	A-9-1	Nezperce, Idaho
Weaver, John	A-9 Jr.	Lenore, Idaho
Williams, Bessie B.	A-9-1	Cottonwood, Idaho
Williams, Frances	Special	Lewiston, Idaho
Willoughby, Alice Beryl....	A-3 Jr.	Lewiston, Idaho
Wilson, Tillis Marie.....	A-9-1	Kamiah, Idaho
Winegardner, Edith May....	A-9-1	Lewiston, Idaho
Wiswell, Mildred	A-9-1	Deary, Idaho
Yarborough, Nora	A-9-1	Moscow, Idaho

Directory of Students of the Summer Session.

Aiken, Letha May	Orofino
Anderson, Vio	Clagstone
Anderson, Hildur.Coeur d'Alene	
Adair, Iona S.....	Moscow
Aldridge, Marie Louise.....	
..... Bonners Ferry	
Anderson, Freeda	
..... Coeur d'Alene	
Bunyoe, Mrs. M. Leona...Viola	
Brandt, Corinne Regina.....	
..... Coeur d'Alene	
Bumgarner, Marguerite.....	Nampa
Branson, Evelyn	Sandpoint
Bean, Beatrice I.....	
..... Walla Walla, Wash.	
Baker, W. Roy..	New Plymouth
Barrett, Glenna Merle..	Canfield
Bos, Nellie	Granite
Bandy, Mayme L.....	Peck
Byrne, Cora	Bayview
Brewster, Pauline	Lewiston
Buchanan, Olive	Woodland
Brown, Gertrude	Lewiston
Blake, Ruth	Orofino
Brady, Rose	Russell
Boehl, Cora A.....	Lewiston
Bailey, Clara L.....	Kendrick
Bauman, Helen	Kingston
Biddle, Lettie	Meridian
Barackman, Nell	Moscow
Bauman, Thelma	Kingston
Berremann, Dora	
..... Philomath, Ore.	
Brown, Mary E.....	Troy
Barkley, Gertrude	
..... Cloverland, Wash.	
Bower, Ada Rose.....	Avon
Booher, Jeanette	
..... Clarkston, Wash.	
Brady, Mary A.....	Elk City
Bigley, Irene A.	St. Maries
Cronk, Myron P.....	Worley
Cupp, Margaret	Boise
Crowell, Gertrude ...	Sandpoint
Chaffins, Dorothy ...	Sandpoint
Cave, Mrs. Inez..	Bonners Ferry
Chaney, Ione	Gifford
Craig, Laura..	Clarkston, Wash.
Compton, Edith	Kendrick
Cronk, Lillian Charlotte....	
..... Worley	
Clark, Frances E.....	Boise
Clark, Zella	Boise
Chermak, Rose	Gifford
Cook, Nina Grace....	Emmett
Comer, Frances	
..... Deer Park, Wash.	
Dole, Mildred	Lewiston
Donart, Anna A..	Coeur d'Alene
Dayton, Dorothy	Naples
Dake, Alta M....	Cheney, Wash.
Dinnis, Mary Irene.....	
..... Coeur d'Alene	
Dunlap, Beatrice.Coeur d'Alene	
Wright, Mary A..	Bonners Ferry
Darrah, William Ray...	Gifford
DeSaussure, Dorothy	
..... Coeur d'Alene	
Dawson, Grace Florence.....	
..... Agatha	
Dabner, Helen	Grangeville
Dresser, Ruth Jane...	Lewiston
Delaney, Margaret	Orofino
Dyer, Goldie.....	Coeur d'Alene
Driessen, Gertrude Ellen....	
..... Harrison	
Emerson, Vivian Louise.....	
..... Bannack, Mont.	
Elliott, Frances A.....	Weiser
Engle, Leona Henrietta....	
..... Kooskia	
Ehlert, Dorothea....	Sweetwater
Eaman, Lucy	Sandpoint
Engle, Cleo M.....	Kooskia
Enoch, Mamie A.	Lewiston
Fry, Amy Genevieve.....	

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 Foster, Nell Cecil.....
 Clarkston, Wash.
 Foredyce, Ollieve W.....
Cloverland, Wash.
 Fietzer, Emma Jo
 Big Falls, Wis.
 Fell, ClariceCuldesac
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 Deary
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 ... Coeur d'Alene
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 Giesler, Mrs. Dora...Potlatch
 Gossett, Verda Mae...Moscow
 Gallaheer, Effie Lucile.....
 Harrisburg
 Greene, Ethel Alice...Culdesac
 Greene, Helen Phoebe.....
 Lewiston
 Genoway, MayPayette
 Gibbs, Frances Ruth.....
 Cambridge
 Hardy, EllenCambridge
 Heinzman, EllaSt. Maries
 Harvey, Angileta ...Harrisburg
 Hafterson, AnnieLane
 Holmstrom, EmilyWeiser
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 Hanson, Manila May..Kendrick
 Hill, JennieMoscow
 Hanners, M. Jeannette.....
Coeur d'Alene
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 Hollmon, Beulah Truesdell..
 Lewiston
 Hart, Mildred E.....Lewiston
 Hilts, DouglasMackay
 Hanratty, Mary Rita.....
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 Inghram, Opal Viola..Lewiston
 Inghraham, Evelyn... Kooskia
 Irwin, Hazel Juliaetta
 Johnson Violet Marie
 Coeur d'Alene
 Johanson, Tennie.... Orofino
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 Johnson, Frances .. Nezperce
 Johnson, Margaret... Lewiston
 Jones, Vera E. .Bonners Ferry
 Johnson, Hazel Waha
 Keely, Alicia Sandpoint
 Kuhn, Millicent Lewiston
 Klaus, Maybelle ... Sandpoint

Knorr, Christine E., Grangeville
 Kruse, Besse M., Coeur d'Alene
 Kenney, Vera M. Peck
 Killner, Esther.. Coeur d'Alene
 Kerrick, Doris Parma
 Lavell, Mildred...Spokane, Wn.
 Leitch, Thelma Marie, Lewiston
 Lommasson, Helen
 Clarkston, Wash.
 Lyon, Mrs. Lois May Harrisburg
 Litch, Eva Moscow
 Logue, Willa Gooding
 Laymaster, ZellaWeiser
 Leeper, Dorothy Alice, Lewiston
 Lockridge, Mabel
 Clarkston, Wash.
 Latimer, Sylvia Lane
 Lanningham Laura C.
 Grangeville
 Larkin, Maybelle Orofino
 Larkin, Grace Ethel...Orofino
 Lee, Clara Margaret. Lewiston
 Lytle, Lucetta G..... Stites
 Luce, Helen Jeanette.....
 Albany Falls
 Misner, Helen Dorothy, Melrose
 Monroe, Laura Orofino
 Merwin, Evelyn S.... Orofino
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 Morgan, Dorothy A.
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 McKern, Hazel Juliaetta
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 Endicott, Wash.
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 McClannahan, Jessie M.
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 McGuire, Golda,
 Kalispell, Mont.
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 McConnaughen, Ruth
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 Masters, Aaron A. A., Harrison
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 Moon, Gladys Kamiah
 Martin, Ada Marie

..... Coeur d'Alene
 Morton, Margaret ... Moscow
 Miller, Madge Nezperce
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 Kendrick
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 Nylander, Esther A.
 Coeur d'Alene
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 O'Brien, Kathleen
 Coeur d'Alene
 O'Keefe, Norene, Coeur d'Alene
 O'Hara, Alma Orofino
 Oliver, Reeta, Clarkston, Wash.
 Plato, Winifred B.
 Bonners Ferry
 Pierstorff, Nola Izetta,
 Lewiston
 Pring, Olive Blossom, Lewiston
 Page, Celia K., Coeur d'Alene
 Parkins, Greeta Lapwai
 Peterson, Segne, Clarkston Wn.
 Parkes, Mrs. Cleora C.
 Portland, Or.
 Poole, Maude Lewiston
 Pentland, Mary Ellen, Granite
 Rogers, Beatrice E. Stites
 Rogers, Ida May Stites
 Rojan, Gladys Hope
 Reader, Lena Harrison
 Routson, Adelia Weiser
 Reynolds, Martha Marie, Weiser
 Ratliff, Nellie B., Nezperce
 Rhett Myrtle K. .. Cottonwood
 Ruch, Frances Kellogg
 Rodins, Lucia .. Coeur d'Alene
 Reed, Nellie Webb
 Reinhardt, Mary A. .. Wallace
 Rowe, Iris May Moscow
 Scott, Emma Agnes.. Lewiston
 Streit, Elizabeth A., St. Maries
 Swatman, Ruth ... Ferdinand
 Smith, Ethelyn H. Gem
 Swift, Edna E. Wallace
 Snyder, Grace J. Lewiston
 Smith, Leah Linden
 Sloan, Maude C. .. Grangeville
 Schurtz Florence M. .. Salmon
 Schroeder, Meta Trula
 Cottonwood

Sebelist, Ruth Loise, Sandpoint
 Sheridan, Avice Clare .. Boise
 Stoddard, Rosetta Gifford
 Schwartz, Ethel Elva .. Lenore
 Simpson, Grace Orofino
 Smithwick, Mary A. .. Moscow
 Stoufer, Isabel Nezperce
 Schafer, Lily Nezperce
 Slayton, Mary R. Harrison
 Sweeney, Johanna M. .Genesee
 Stoddard, Nina Rathdrum
 Stoddard, Edna Georgia
 Rathdrum
 Sellers Beulah Lee Lane
 Schultz, Dora Mildred, Salmon
 Shanafelt, Edna Lyall, Salmon
 Schilling, Alma .. Spokane, Wn.
 Stantial, Flora, Spokane, Wash.
 Tefft, Ruth Augusta Ilo
 Thain, Mary Florence, Melrose
 Thain, Douglas W.... Melrose
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 Tallman, Edith Alta Lewiston
 Terry, Margaret Kendrick
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 Cottonwood
 Tardy, Maybell E. Lapwai
 Tuttle, Hazel M. ... Cambridge
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 Turner, Mary E. Kooskia
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 Warner, Annabel Weiser
 Wickstrom, Cecilia
 Liberty Lake, Wash.
 Wilcox, Gladys Payette
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 Willis, Clarissa Lenore
 Walser Verna M. Worley
 Wethered, Clara, Spokane, Wn.
 White, Alice Irene... Wallace
 White, Jennie H. .. Edgemere
 Williams, Vivian .. Sandpoint
 York, Ethel Greencreek

Publications of Lewiston State Normal School.

BULLETINS.

- Catalog, 1896-1897. (Out of print.)
Circular of Information, 1903-1904. (Out of print.)
Biennial Report, 1902-1904. (Out of print.)
Catalog, 1904-1905. (Out of print.)
Vol. 1, No. 1. Catalog, 1905-1906. (Out of print.)
Vol. 1, No. 2. Bulletin, 1905. (Out of print.)
Vol. 1, No. 3. Bulletin, January to March, 1916 (Out of print.)
Vol. 1, No. 4. Manual Training, Nature Study, and Announcements.
August, 1907. (Out of print.)
Vol. 2, No. 1. Biennial Report. 1904-1906.
Vol. 2, No. 2. History in the Grades. March, 1907. (Out of print.)
Vol. 2, No. 3. Catalog. June, 1907.
Vol. 3, No. 1. Legislative Enactments, 1893-1907. November, 1907.
Vol. 3, No. 2. Civics in the Grades. March, 1908. (Out of print.)
Vol. 3, No. 3. Supplementary Catalog Number. June, 1908.
Vol. 3, No. 4. Biennial Report, 1906-1908. December, 1908.
Vol. 4, No. 1. Catalog. 1909.
Vol. 4, No. 2. Bulletin. April, 1910. (Out of print.)
Vol. 4, No. 3. Some Library Aids for Teachers. September, 1910.
(Out of print.)
Vol. 4, No. 4. Biennial Report. 1908-1910.
Vol. 5, No. 1. School Libraries. February, 1911. (Out of print.)
Vol. 5, No. 2. General Information. April, 1911. (Out of print.)
Vol. 5, No. 3. The Preparation of Teachers for Elementary Schools.
(Out of print.)
Vol. 5, No. 4. Courses for the Preparation of Teachers in Subjects
Other Than Those Purely Professional in Character. (Out of print.)
Vol. 6, No. 1. School Libraries. (Revised). April, 1912. (Out of
print.)
Vol. 6, No. 2. Rural School Book List. April, 1912. (Out of print.)
Vol. 6, No. 3. Announcement of Department of Home Economics.
June, 1912.
Vol. 7, No. 3. List of Books for Public Schools. (Out of print.) See
State Board Bulletins, Vol. 3, No. 3.
Vol. 7, No. 3. General Catalog. June, 1913. (Out of print.)
Vol. 7, No. 4. Announcement of Rural Department. August, 1913.
(Out of print.)
Vol. 8, No. 1. Seat Work for Rural Schools. November, 1913. (Out
of print) See Vol 11, No. 1.
Vol. 8, No. 2. Social Activities for Rural Schools. February, 1914.
(Out of print.)
Vol. 8, No. 3. Biennial Report. 1913-1914. (Out of print.)
Vol. 8, No. 4. Oral English. February, 1915. (Out of print.)
Vol. 9, No. 1. General Catalog. July, 1915. (Out of print.)
Vol. 9, No. 2. May Festival. March, 1916. (Out of print.) See
Vol. 10, No. 2.
Vol. 9, No. 3. Course of Study for the Training School. May, 1916.
(Out of print.)
Vol. 9, No. 4. General Catalog. August, 1916. (Out of print.)
Vol. 10, No. 1. Biennial Report. 1915-1916.
Vol. 10, No. 2. May Festival. Revised Reprint of Vol. 9, No. 2. (Out
of print.)

- Vol. 10, No. 3. Announcement of the 1917 Summer Session. May, 1917.
 Vol. 10, No. 4. General Catalog. August, 1917.
 Vol. 11, No. 1. Occupational Seat Work for Rural Schools. Revised edition of Vol. 8, No. 1. (Out of print.)
 Vol. 11, No. 2. Announcement of the 1918 Summer Session, May, 1918.
 Vol. 11, No. 3. General Catalog. August, 1918.

Owing to the recent fire in the Administration Building all of these bulletins are out of print, but it is planned that many of them shall be reprinted in the fall. Information can be obtained concerning them by addressing the President's Office.

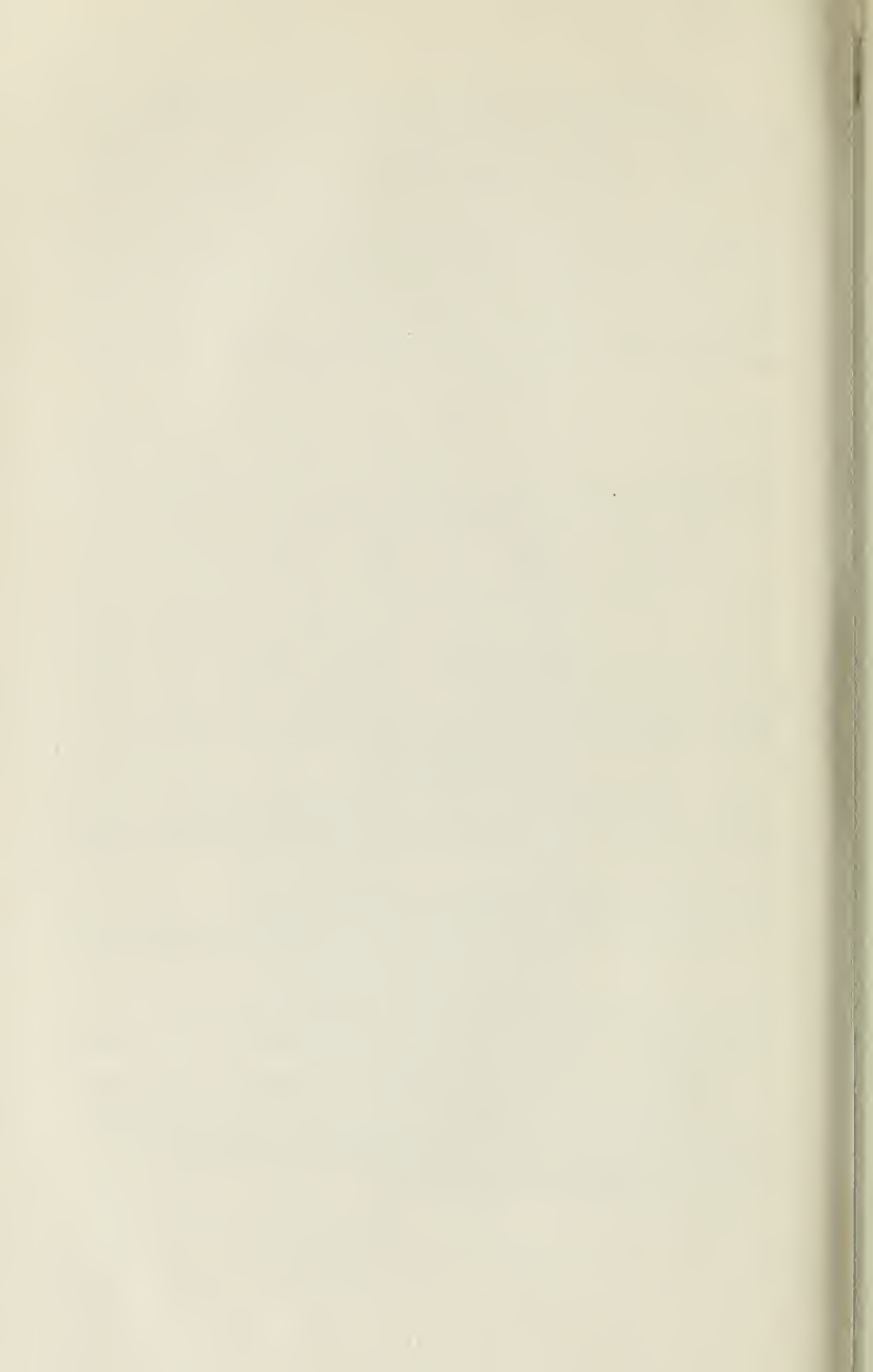
Idaho Rural Teacher's Monitor—Published monthly thruout the regular session.

BULLETINS ISSUED BY THE STATE BOARD OF EDUCATION.

The State Department of Education has a limited number of these Bulletins for distribution.

Number 1—Educational Conditions in Idaho. (Brief Summary in June, 1914).

- Vol. I No. 4—Course of Study—1915 Edition—Includes two supplements. 25c.
 Vol. I No. 5—High School Bulletin No. 1—Requirements for Standard High Schools—Organization of Small High Schools.
 Vol. II No. 1—Handbook for Rural Teachers. (Price 25c).
 Vol. II No. 2—State Educational Institutions—Joint Catalog (1916)
 Vol. II No. 2—Suggestions for Purchasing School Equipment, Furniture and Supplies.
 Vol. II No. 3—High School Bulletin No. 2—Work in Small Schools.
 Vol. II No. 4—History of Idaho—Outline for Study of.
 Vol. II No. 4—Legislative Proposals Concerning Education—for 1917 Session of Legislature; also, gives the "Idaho Plan."
 Extra Edition Health of the Country School Child.
 Vol. III No. 1—Special Report on School Finance.
 Vol. III No. 1—Second Biennial Report—Includes reports of State Board of Education, the State Superintendent and the six educational institutions for the biennium ending December, 1916.
 Vol. III No. 2—School House Plans—One-room Buildings.
 Vol. III No. 3—Handbook for Rural School Trustees.
 Extra Edition Report of Sensory and Mental Tests at Industrial Training School.
 Extra Edition High School Bulletin No. 3—Textbooks for High Schools.
 Vol. III No. 3—List of Books for Elementary and Rural Schools.
 Pamphlet on Examination and Certification of Teachers.
 A Course in Professional Reading.
 School Laws—Effective July 1 1917.



Application for Admission to the Lewiston State Normal School.

To be sent to the Recorder at least two weeks before the day for enrollment

Name Date of Birth.....

Home Address

CERTIFICATE OF HIGH SCHOOL STANDING.

THIS CERTIFIES, That

has attended the High School at.....

District No. County, Idaho, and that
the following is a correct record of subjects taken and standings therein:

[illegible]

Credits required for graduation in this High School:

The above named student was graduated from this High School on 191..., and is entitled to admission to the University of Idaho, the Idaho Technical Institute, the State Normal School at Lewiston, the State Normal School at Albion, and to the examination for certificate to teach school within the State of Idaho.

(Signed

Principal of High School.

or

Superintendent of City Schools.

..... Idaho

Date

Name of Course chosen

Date on which you expect to enroll..... 191...

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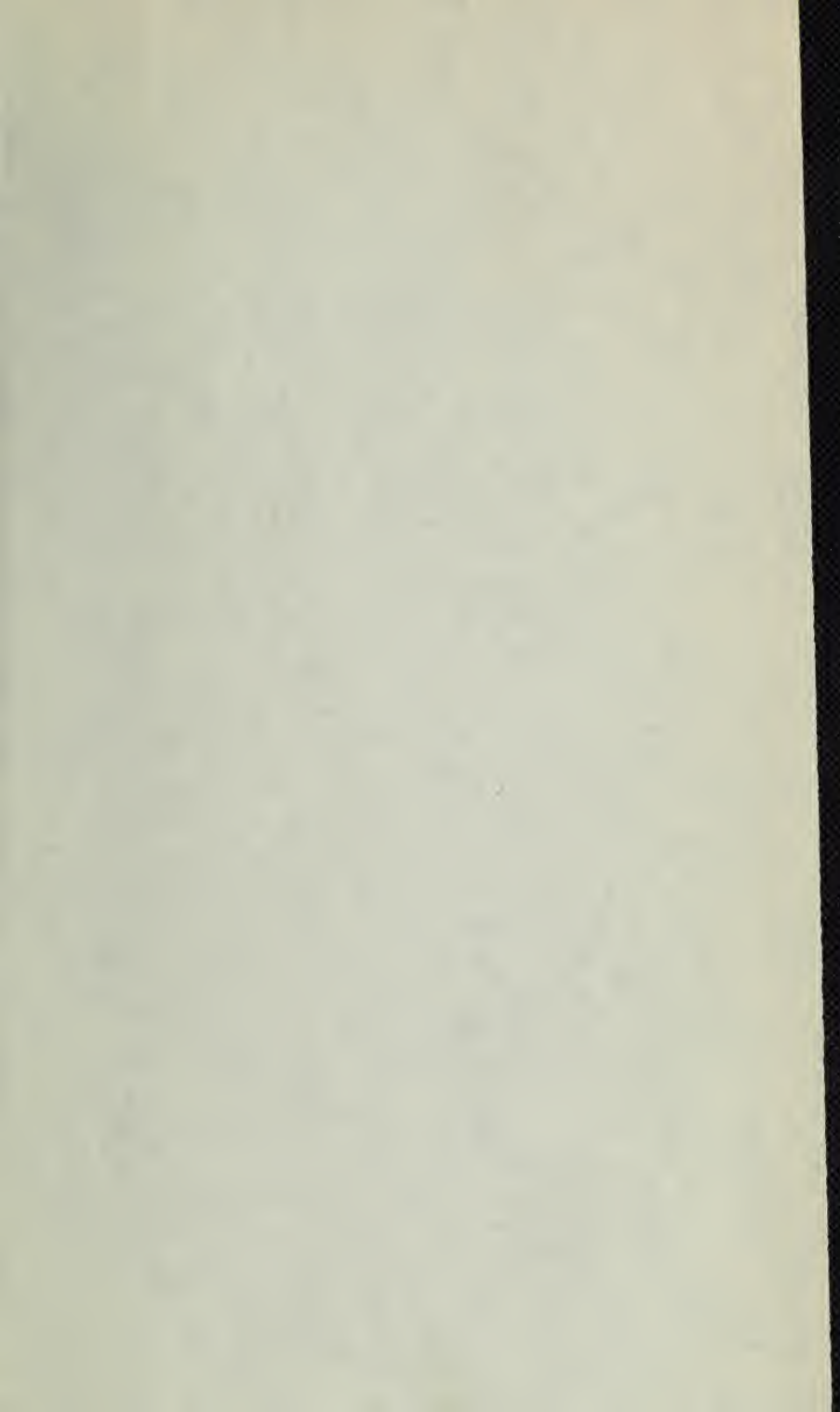
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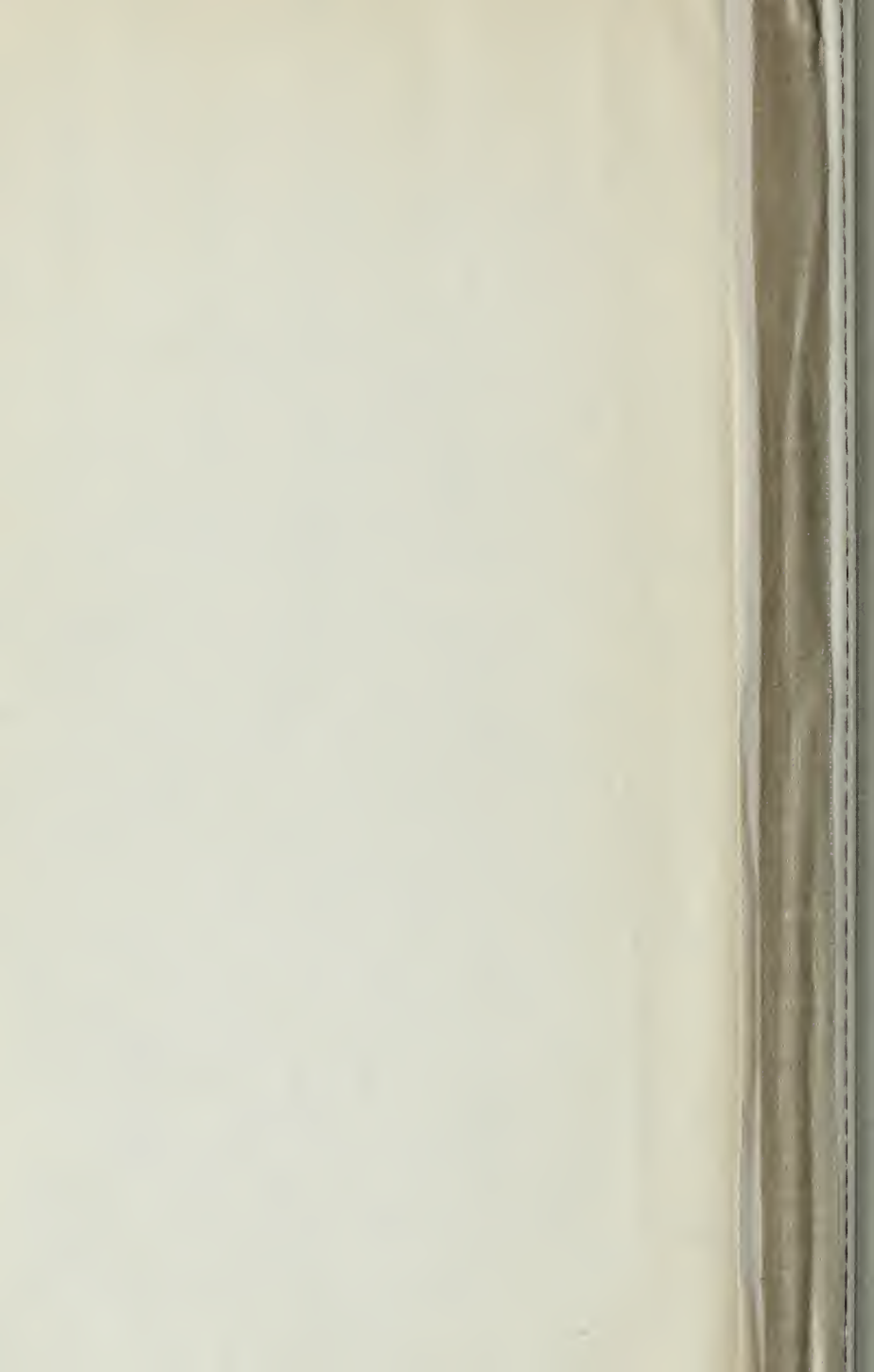
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